



McAuliffe

Christa McAuliffe Charter School

Annual Report 2021-2022

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INTRODUCTION TO THE SCHOOL

<i>Name of School</i>	Christa McAuliffe Charter School		
Type of Charter	Commonwealth	Location	Framingham, MA
Regional or Non-regional?	Regional	Chartered Districts in Region	Ashland, Framingham, Holliston, Hopkinton, Marlborough, Natick, Southborough, and Sudbury
Year Opened	2002	Years Renewed	2007, 2012, 2017, and 2022
Maximum Enrollment	396	Current Enrollment	363
Chartered Grade Span	6-8	Current Grade Span	6-8
# of Instructional Days per School Year (as stated in the charter)	180	Students on Waitlist as of 07/26/22	3
Number of Instructional Days during 2021-2022 School Year	180		
School Hours	2021-22 school hours: MTWThF: 8:00am - 2:30pm	Age of School as of 2021-2022 School Year	20 years
Mission Statement	The mission of the Christa McAuliffe Charter School is to cultivate within each member of a diverse student body, through the Expeditionary Learning design, an intense commitment to self and community, the courage and insight to set high standards for academic and personal success, and the knowledge, skills, and attitudes to achieve those standards.		

Letter from the Chair of the Board of Trustees

Dear McAuliffe Community and Friends,

On behalf of the Christa McAuliffe Charter School Board of Trustees, I am pleased to submit our Annual Report for the 2021-22 school year, the school's twentieth year of operation. This Annual Report highlights measures of McAuliffe's academic and financial health and describes our efforts to ensure that each scholar attains an education that is true to our school's mission. 2021-22 continued to be an historically challenging, yet rewarding and successful school year for the Christa McAuliffe Charter School.

It was a year of continued change, as Executive Director Frank Tipton announced that he would be leaving the school at the end of June 2022. The Board of Trustees wishes Mr. Tipton the best of luck in his future and thanks him for the positive work that he engaged in during his short time at McAuliffe.

To fill the new vacancy, the Board of Trustees along with a search committee consisting of Teachers, Instructions Leaders, Parents and Board Members began the process of hiring an Interim Executive Director for the 2022-23 school year. After a detailed and thoughtful process, the Board of Trustees selected Frederick Randall from a very strong pool of candidates. Mr. Randall officially began serving as the Interim Executive Director on July 1st. The Board welcomes Mr. Randall, who brings a very strong background in public charter school leadership and experience to the McAuliffe leadership team.

In addition to Mr. Tipton announcing his departure, the school also had staff departures in the areas of Business and Operations as well as admissions and development. The Board would like to thank Treasurer John Buckley and accountant Ron Pierre-Louis, who have provided strong oversight of the fiscal management. In July of 2022 the Board of Trustees voted to approve a realistic and fiscally viable FY23 budget that is fiscally conservative and flexible in the day to day operations of the school .

The Board of Trustees would like to say a very special thank you to the McAuliffe staff. The teachers and support staff at McAuliffe are the primary reason that the school highly succeeds every year in ensuring that our scholars are prepared and ready to face the challenges that will come their way in high school and into the future. Your commitment to your scholars is simply amazing and awesome to see. Your passion, hard work and commitment to the foundations of expeditionary learning have continued to make a significant difference in the lives of thousands of kids over 20 years. Thank you from the bottom of our hearts!

The Board of Trustees elected three new board members during the 2021-22 school year. Welcome to Rick Felty, Kim Comatas and Danielle Barney! We are excited to have you on the board and look forward to the continued energy and passion that you bring. Thank you also to our members Vice Chair Christopher Petrini, Treasurer John Buckley, Amy Ludlam, Tarek Tabarra and Jeff Gonnevill. We look forward to a strong 2022-23 school year that will bring about the start of our every 5 years strategic planning process. The important process will be inclusive and will give us a clear picture of where we are as a school and where we want to be in the future.

Sincerely,

Bob Berman

Chair, Board of Trustees

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

Faithfulness to Charter

Mission and Key Design Elements

During the current charter, the McAuliffe community has remained faithful to its mission and educational philosophy. Through EL Education (formerly Expeditionary Learning Schools) core practices, McAuliffe provides diverse middle school learners with an educational experience that integrates high academic expectations with exploratory learning and character development. Following the school's renewal in 2017, school leaders and the Board of Trustees Education Committee re-defined the school's key design elements while building the accountability plan for the 2017-2022 charter. The school's key design elements and evidence of implementation are noted here:

I. McAuliffe will foster scholars' commitment to personal and academic growth. (p.1 of the school's original charter application)

Habits of Work and Learning

Habits of work and learning (HOWLs) are skills that scholars need to be academically successful. McAuliffe's habits of work and learning are perseverance, responsibility, collaboration, and inquiry. These habits are modeled, taught, and assessed separately from other types of achievement targets; however, the HOWLs targets are deeply entwined with academic learning. For example, for a scholar to produce high-quality work on an expedition's final product, he/she would need to persevere through multiple rounds of critique and revision. Like learning targets, a daily HOWL target is posted for each class; HOWLs are taught and assessed as part of a lesson.

During the 2021-22 school year, teachers continued to integrate HOWLs targets into curriculum design and HOWLs instruction into daily lessons, and to explicitly teach about HOWLs within the context of crew. Additionally, there were two particular areas of focus and innovation over the course of the school year:

As part of an ongoing school-wide focus on supporting students to be leaders of their own learning, teacher leaders developed, piloted, and disseminated tools that prompted students to engage in reflection and goal setting with regard to their Habits of Work and Learning. Students made use of these tools in class and also in SLCs and Passages presentations (see below).

Secondly, after observing patterns in student behavior, faculty and staff launched a school-wide focus on the HOWL of kindness. This focus was rooted in McAuliffe's implementation of PBIS, and included ongoing explicit teaching about kindness and intentional celebrations of kindness through HOWLs cards, classwide goal-setting, and rewards.

Student Led Conferences (SLCs)

All McAuliffe scholars and families are expected to participate in two SLCs per year - typically in November/December and March/April. SLCs are meetings between a scholar, parent(s)/guardian(s), and the Crew leader about the scholar's learning and growth. Though the Crew leader is in attendance, the scholar facilitates the conference. Scholars prepare for SLCs during Crew by reflecting on areas of strength and areas of challenge in each of their classes. Additionally, scholars reflect on the development of their HOWLs and identify both personal and academic goals to work on during the next trimester. In November-December 2021, the majority of scholars participated in one SLC with a parent/guardian and Crew leader. In some cases, numerous attempts were made by the Crew leader and grade level counselor to arrange an SLC with parents/guardians. The second round of SLCs took place in March of 2022. The school reports on scholar/family participation in SLCs as part of its Accountability Plan. SLCs took place during a time of staff turnover, which led to uneven participation and tracking of which scholars participated. When a student did not participate in an SLC, it was typically due to challenges coordinating family participation. Strengthening the effectiveness of this coordination will be a goal for the 2022-23 school year.

Portfolios & Passages

Each McAuliffe scholar organizes a portfolio: a collection of work showing what a scholar has been thinking about, working on, and learning. It includes samples of work that show growth, achievement, and perseverance. The purpose of the portfolio is to provide an ongoing record of 1) how a scholar's thinking about significant issues and questions has grown; 2) how a scholar's range of knowledge and skills has developed; 3) effort made to achieve worthwhile goals,

including reflection on and revision of work.

In Passage presentations, eighth graders make the case that they are ready to move on to high school by tracing their growth in one or more HOWL and showing work that is evidence of that growth. Eighth graders present to their peers and a panel of adults that include their Crew leader, family representative, and at least one additional adult.

Portfolios are used to prepare for SLCs and are central to Passages, which were piloted in the 2016-17 school year, implemented for a second year in 2017-18, and implemented with revisions in 2018-19. In the 2019-20 school year, due to the pandemic and the circumstances of remote learning, eighth grade students completed remote Passage presentations, and in 2020-21, we made use of our blended learning platforms to facilitate participation from scholars who were learning remotely as well as those who were physically in the school building.

In the 2020-21 school year, students made use of fully digital portfolios due to the digital nature of their work during remote learning. In the 2021-22 school year, the school revised the portfolio structure to include both digital and hard copy components in order to best showcase student work in an array of media. A group of teacher leaders also developed a structure for digital portfolios that will allow students to continue to access their work after graduation from McAuliffe – a technical challenge, given the parameters of school-based google accounts..

In the 2021-22 school year, McAuliffe’s Academic Leadership Team (ALT) strengthened the lessons and supporting materials that prepare scholars to lead their Passage presentation. These improvements included:

- Revised structures for selecting, reflecting upon, and displaying student work, which allowed students ensure that they met all the requirements of Passages presentation.
- An extension option that allowed students to earn a grade of “E” or “Exceeding” on their Passage Presentation. In the 2021-22 school year, 15 students earned an “E” on their Passage presentation, including ELs and students on IEPs and 504s.
- A revised rubric that categorized criteria within the framework of the Attributes of High Quality Work – Complexity, Craftsmanship, and Authenticity – in order to more fully tie the presentations to the values that are woven throughout students’ McAuliffe experience.

The school reports on Passage presentations as part of its Accountability Plan.

II. Engage all scholars, faculty, and families in the school’s “crew, not passengers” learning community. (p.1, 14 of the school’s original charter application)

Crew

Crew is an advisory system central to McAuliffe culture. At the start of each grade, scholars are assigned to a crew of approximately twelve scholars in that grade. Scholars get to know one another and their crew leader through team-building activities and daily check-ins. Also, a student’s crew leader is typically someone they have a class with so that they can continue to foster that relationship in the classroom which will in turn improve student achievement.

During the 2021-22 school year the amount of time scholars spent in Crew was decreased from the previous school year. During 2020-21, there was a focus on connection due to scholars being remote for either the entire year or most of the year. In 2020-21, students spent 230 minutes per week in crew. In 2021-22, students spent 140 minutes in crew. The rationale that school leaders used for the 2021-22 school year was that more time had to be spent on catching students up on content and curriculum standards. Students were going to be in person for the year and there would be more time throughout the day to connect rather than struggling to do so in zoom meetings. The mid year student survey which is done each year showed the impact of how lessening the amount of time in crew had in terms of how students were experiencing crew. See table below:

Mid Year Student Survey Questions	2020-21 (hybrid started 3/2, full in person started 4/28)	2021-22 mid year on 3/16
Feel part of McAuliffe's "crew, not passengers"	65%	51%
My crew has bonded this year.	76%	60%
My crew is successfully working through some conflicts.	73%	55%
<i>My crew leader is someone I can turn to if I'm having a hard time in school.</i>	75%	64%
<i>My crew has gotten together after school or on the weekend for a special crew activity or project at least once.</i>	n/a (COVID)	19%
<i>My crew has done team-building activities.</i>	70%	68%
<i>My crew has done social emotional lessons.</i>	83%	60%
<i>I was prepared for the first round of student led conferences.</i>	83%	63%

In every mid-year student survey question regarding the student's crew experience, there was a decrease in percentage of students who would agree with the statement in the question. In every question except one, there was a 11% to 23% range of decrease in a student's crew experience. Throughout the school year, we saw that the structures of crew were not as strong as they had been in the past. There were some new crew leaders as well as crew leaders who had left before the school year ended which may have contributed to these stats in addition to the decrease in time dedicated to crew. In hindsight, students may have benefited with more time in crew in order to foster connections as it seemed that students were still struggling to readjust to being back in school full time.

Even though time spent in crew was cut in 2021-22, there were several structures that still lived in crew. Throughout the year, we fostered a sense of crew within crew itself by having crew leaders facilitate crew lessons that balanced team-building activities with social emotional lessons (SEL) to help create ethical people. Crew leaders were asked to facilitate lessons on perspective taking, respect, kindness, empathy, microaggressions and bullying. Crew leaders were given the lessons a week in advance and they were to familiarize themselves with the lessons before facilitating them. Crew was also used to help students prepare for SLCs, Passages, and Culminating events if needed. Crew was also used this year to facilitate Grade level meetings and community meetings. Students and staff were celebrated at these meetings in order to highlight the achievements throughout the school. Building off of the work in 2020-21, the Always Daily Announcements (ADA), which starts every crew meeting, continued to incorporate the principles of Diversity, Equity and Inclusion to make all scholars feel visible. Lessons honoring Black History Month, AAPI month, Pride month, topics involving civics and various lessons informing all students of different religions and cultures were infused into crew.

The longer crew meeting times on Monday and Friday were utilized to deliver SEL curriculum, facilitate grade level meetings, prepare students for passages and student-led conferences, complete surveys for feedback, and have extended team building opportunities. With the shrinking of crew time on Tuesday - Thursday compared to the previous school year, it made things difficult to schedule mission driven things outside of Monday and Friday. Therefore, it seemed that the short crew blocks were used to read the ADA and take attendance since it was difficult to start a team building initiative to create a cohesive crew. The leadership team is looking to restructure the amount of time crew blocks are as well as when there is crew in order to optimize the crew experience for the 2022-23 school year. Next school year, McAuliffe will also implement an EL crew pilot program. The goal of the pilot program is to have a structured, vertically aligned curriculum with crew lessons filled with initiatives for students to experience and reflect upon. There will be a work plan focus next year around implementing this pilot program to fidelity while having a crew coach oversee the implementation of the crew revamp. Hopefully we will see students bond more with their fellow crew members and crew leaders which will in turn create a more welcoming learning environment that will increase student achievement in all three EL dimensions.

Grade Level and Community Meetings

During the 2021-22 school year, our Grade level and Community Meetings were all developed, organized, and facilitated by our Student Culture Team (SCT). The school's SCT has approximately twenty 7th and 8th grade students. In order to be a member of the team, students must apply at the beginning of the school year. They must fill out an application and get a letter of recommendation from a teacher. The team is picked by the school's Culture Leadership Team (CLT) as the team uses the applications as well as a student survey that asks students who in their grade they respect, go to for help, and interact with socially. The team uses those survey responses to give student voice to who is on the team. The team meets during Goals Block each week while the Culture and Character Coach and 7th grade school counselor oversee the team's development.

SCT members serve several functions within the school. SCT members plan monthly celebrations like Black History Month and AAPI month activities. They also highlight students by interviewing them for the ADA for a segment called "Student Spotlight" where every member of the school gets to know one student a little better each week. The team also represents the school when conducting interviews with prospective employees. The team also goes out into the community and represents the school at certain events, plans spirit weeks, and creates PSAs around being ethical people for students to watch. Among the numerous tasks the team completes, the team is used as the voice of the students when there are issues arising within the school. For example, this past year, a couple of team members prepared a presentation to 7th grade staff members to talk about how they were feeling around having 7th grade student successes celebrated. The staff were able to hear the students and make adjustments to certain practices. In addition to the previously mentioned tasks, the team was responsible for all of our Grade level and Community meetings.

The grade level meetings occur once a month for each grade and are intended to provide an opportunity for each grade level to meet within their grade and have a shared experience as well as share information specific to their grade. Each meeting includes a reading, greeting, announcements, an activity with an aim to infuse fun and joy into the gathering, and a HOWLS card drawing that results in prizes for students as well as a HOWLS celebration for each crew who had the most HOWLS cards for each HOWL during the month. During the 2021-22 school year, in order to infuse fun into the meetings, SCT members created several "minute to win it games" that had staff compete against students in each grade. There was a scoreboard and each month there would be a running tally of how many wins teachers and students had. The games got very competitive and brought out our school spirit. At grade level meetings, teachers also give out STAR awards (e.g., Responsibility for Learning, Empathy and Caring, The Natural World) to scholars during Grade level meetings in order to celebrate their efforts and successes. Grade level meetings also provide a venue in which grade level challenges or school wide issues can be addressed, as evidenced by SCT members speaking to their grades about the harm of using racially insensitive language.

Community (all-school) meetings occur once a month and the entire school participates at the same time. All of our community meetings this year were held in the YMCA as we partner with the Framingham YMCA. Community meeting is where birthdays are celebrated, trimester awards are given out in all grades, shoutouts are read to members of the community who exemplify character traits that improve our community, teachers are recognized for their efforts, schoolwide contests are held and schoolwide announcements are shared. During the 2021-22 school year, SCT members wanted to infuse the fun of grade level meetings into community meetings by bringing the "minute to win it games" to community meetings. Staff competed versus students in various challenges during the meeting as each grade had chances to compete in front of the whole school. During the 2021-22 school year, SCT members also wanted to use community meetings to showcase our talented students. For example, SCT members had the cheerleading team perform during a community meeting that had everyone go wild. SCT members also organized a staff karaoke contest that had several members of our staff show off their singing skills in front of the whole school. Finally, SCT members also had members of the school band perform in front of the entire school as everyone cheered them on.

During the 2020-21 school year, our grade level and community meetings were all done over zoom and lacked energy and excitement. This school year, SCT members really wanted to bring back the excitement to the meetings as the school was full in person. The team accomplished this goal as several graduating students were sad knowing that they were having their last grade level meeting and community meeting at McAuliffe. Several students commented that their fondest memories of the year were at grade level and community meetings. During the 2021-22 school year, SCT members were successful in celebrating McAuliffe in all ways and represented the school tremendously. The team's

growth in public speaking throughout the year really shined as developing, organizing, and facilitating monthly grade level and community meetings is a difficult task for any adult let alone a student.

Culminating Events

Learning Expeditions conclude with a Culminating Event during which scholars showcase their learning with an authentic audience. All scholars have a role and engage in public speaking during Culminating Events. Scholars learn specific presentation skills, practice presenting, and receive feedback from teachers and peers. All scholars are expected to attend Culminating Events; the school also asks families to commit to attending these events, so they can celebrate and understand their scholar's learning. The school collects data on scholar and family attendance at Culminating Events. We aim for at least 95% of our scholars and families to participate in two culminating events per year.

During the 2021-22 school year, each grade level hosted two Culminating Events: 8th graders presented their learning from their Climate Change expedition and their spring "Take A Stand" expedition. 7th graders' Culminating Events centered on their Human Rights Expeditions and Food Sustainability Expeditions, while 6th graders shared their learning from their Human Body and "Critical Solutions to Design Problems" Expedition.

The Climate Change and Human Rights Expedition Culminating events were held via zoom. For the Climate Change expedition, students and teachers worked together to create a slideshow that showcased their work, and then participated in a debate about how to best mitigate climate change at the National Mall. The 7th Grade's Human Rights Culminating Event took the form of an online "Human Rights Symposium," at which students shared websites they had created to showcase a human rights issue that they had researched.

In the winter and spring, increased vaccination rates and decreased rates of Covid community spread allowed McAuliffe to host the remainder of our Culminating Events in person. The school provided opportunities to participate in the events remotely for those families who were more comfortable with a virtual event.

6th Grade students' Culminating Event for their "Stayin' Alive" Human Body Expedition served to teach families and community members about the human body, First Aid, and CPR. Students demonstrated shortened versions of labs they had completed in class and performed skits that taught the audience about how to perform basic First Aid and CPR. The 6th Grade also hosted an in-person Culminating Event for their spring expedition, "Design Solutions to Critical Problems." At that event, students presented their research about an individual who had come up with an innovative solution to a pressing challenge.

The 7th Grade's Spring Culminating Event, scheduled to take place the second to last week of school, was hampered by a power outage that led to several shortened and one canceled school day. As a result, the event – which included students sharing their artistic representations of alternative food sources – had to be postponed and was held during the day, rather than the event, which led to decreased family participation.

Because 8th Graders' Spring Expedition included the writing and performing of slam poetry, their Culminating Event was preceded by a poetry slam at an 8th grade Grade Level Meeting. At the Culminating Event, students, families, teachers, and community members met in crew to view video of the slam winners' performances, followed by performances by crew members. Students also had an opportunity to present the art they created to persuade their audience about their point of view about the issue they researched.

III. Employ the EL Education (formerly called Expeditionary Learning) core practices as the school's primary educational program. (p. 1, 5 of the school's original charter application)

Learning Expeditions

Much of McAuliffe's curriculum is organized into units of study called learning expeditions. Teacher-crafted learning expeditions launch scholars into in-depth studies of topics such as human rights, climate change, and sustainable farming. Learning expeditions include case studies, fieldwork, interviews with professionals (experts), collaborative products, and a culminating event with an authentic audience.

Each learning expedition includes the following:

- **Case Studies:** Case studies animate the major concepts of a discipline through concrete - often local - studies of subtopics within the unit. They help scholars focus their research and become experts on a specific topic before scholars generalize their learning to broader concepts and content.
- **Fieldwork and/or Experts:** Scholars at McAuliffe learn from fieldwork and professional experts. Teachers focus on localizing fieldwork and guide scholars to collect data during their exploration.
- **High-Quality Product:** Project and product expectations guide scholars to showcase their learning. McAuliffe scholars work together to create work that mirrors the work of adult professionals. To produce excellent work, McAuliffe scholars take their projects through multiple drafts and critique protocols. The school's Design teacher and Technology Integration Specialist work closely with teachers to design exemplars for projects and to support scholars on the development of craftsmanship skills needed to produce a high-quality product.
- **Culminating Events with an Authentic Audience:** Learning expeditions conclude with a culminating event during which scholars showcase learning with an audience. Scholars develop public speaking skills, practice presenting, and receive feedback from teachers, peers, and families. All scholars are expected to attend culminating events; the school also asks families to attend these events to participate in the celebration of learning.

Teachers collaborate during weekly expedition meetings to design and refine learning expeditions and plan fieldwork, visits from experts, interviews with members of the local community, and culminating events. Special educators and general educators collaborate to make learning expeditions accessible to all scholars. Meetings are typically facilitated by the Director of Teaching and Learning or an instructional coach. Following a learning expedition, teams participate in a review process to identify successes and ways to improve the learning expedition the following year.

Typically, scholars in each grade participate in one expedition anchored in humanities (social studies and English language arts) and one anchored in science standards. Teachers had observed that student work from Learning Expeditions had varied in the level of complex thinking that students demonstrated, perhaps rooted in the challenges of remote learning. In the 2021-22 school year, the primary focus of revisions was a recalibration of the level of rigor each expedition required, paired with the continued development of supports to ensure success for all students.

6th grade:

- **Sixth Grade: Stayin' Alive.** In the 2020-21 school year the focus of the 6th grade human body expedition shifted from exercise and running to the medicine and responses to common medical emergencies. We made this shift to account for the circumstances of students' lives in the pandemic – the 2020-21 school year saw many students at home, often independently, and sometimes caring for younger siblings. In response to this situation, the study of the human body helped students understand how to respond in the case of common medical emergencies and the science behind those responses. Students made use of two case studies -- anaphylaxis and sprains - to better understand how and why the human body responds to injury and treatment. The focus of revisions this year was the infusion of more hands-on activities and labs, and a Culminating Event in which students had an authentic opportunity to teach the skills and understandings they had gained via demonstrations of labs, First Aid, and CPR. McAuliffe has identified the OpenSciEd program as a strong curriculum, aligned with both EL principles and Massachusetts state standards, and plans to infuse curricular materials from their human body unit into the Expedition next year so as to continue to deepen the rigor and hands-on elements of the unit.
- **Sixth grade: “Design Solutions to Critical Problems.”** The 6th grade humanities team launched this new expedition in 2020-21 because of its opportunities for rigorous reading, writing, and research and potential for interdisciplinary connections. The expedition is rooted in an EL Education module by the same name, and makes use of the book, “The Boy Who Harnessed the Wind,” a narrative non-fiction text about a teenager in Malawi who invented a windmill that brought electricity and water to his village. After reading and analyzing this text, students learned about the design process and researched the design solutions that other young people created in response to challenges in their families and community. Students shared their research at a “Solutions Symposium” attended by family; community members; and Brandale Randolph, one of the innovators they had researched. Given the skill gaps with which students entered the 2021-22 school year this year's, Expedition revisions focused primarily on supporting students' ability to access high level texts and produce quality writing. In the coming year, goals include the continuing integration of experts into the Expedition, deepening the quality of student writing, and beginning to integrate the humanities elements of the

expedition with students' study of the design process in their physics unit in science.

7th grade:

- **Seventh Grade “Human Rights Defenders”:** In this expedition, scholars studied historical and contemporary activists for human rights, including individuals who work for human rights in our local community. After studying the actions of Ghandi as a case study, students participated in book groups about individuals who advocated for the rights of others. Then, in small groups, they interviewed local individuals who work for human rights in Framingham. They conducted research to more deeply understand the issue their advocate works on, and produced both an informational essay and a creative piece, which they showcased on a website. Students shared their work and reflections on their learning at their Culminating Event. Due to pandemic restrictions, students had limited opportunities to participate in site visits and acts of service with local organizations that work to defend human rights. Teachers plan to re-integrate and deepen this element of the expedition in the 2022-23 school year. In addition, teachers will be integrating lessons that connect this Expedition to the Ancient World, in alignment with Massachusetts State Standards.

Seventh Grade “Food Sustainability”: In this expedition, scholars explore how ecosystems and human choices interact to impact the food that we eat. This study included a focus on the interaction between food production and broader expedition, and was supported by fieldwork in Western Massachusetts. In science, students explored the interdependent relationships in an ecosystem and how some ecosystems have changed over time as a result of human interventions, making use of data analysis and hands-on explorations. In humanities, students engaged in an exploration of farming and food production through a study of the book “Omnivore’s Dilemma,” after which time they researched an alternative means of food production and shared that knowledge via informational writing and a creative project.

8th grade:

- **Eighth grade “Climate Change”:** In this interdisciplinary expedition, scholars grappled with the guiding question, “The earth is on fire: what are we going to do about it?” In science classes, students explored the causes of climate and climate changes, then looked at the case study of the potential impacts of climate change on the National Mall. Students evaluated multiple proposals for mitigating the impact of flooding on the Mall, and engaged in debates about which model would be the most effective. In ELA, students studied the genre of dystopian literature and the subgenre of “Cli-Fi,” or climate fiction.
- **Eighth grade “Taking A Stand.”** In this final expedition, McAuliffe students have the opportunity to learn about an issue that they care about and persuade others of the need to make change in that area. In ELA, they studied “The Narrative of the Life of Frederick Douglass” as a model of an individual who took a stand. In Social Studies, students considered the broad topics of the pandemic, racial justice, and women’s rights, and conducted research. Then, in Social Studies, they created artistic pieces designed to persuade an audience about their point of view on their issue, while in ELA they created slam poetry – within the context of a broader study of poetry – intended to educate and inform.

Each team debriefed completed expeditions and identified adjustments to make for the 2022-23 school year. Priorities focused especially on deepening the complexity and craftsmanship of student work, given the ongoing trend of a very wide range of student readiness for grade-level standards, and engaging experts and community organizations.

Amendments to the Charter

The school did not request any charter amendments during the 2021-22 school year.

Access and Equity

2020-21 Suspension Analysis

McAuliffe’s 2020-21 student discipline data as originally reported can be found via the following link to the DESE website and in the table immediately below:

<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04180305&orgtypecode=6&=04180305&>

2020-21 Student Discipline as Originally Submitted					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	405	5	1.2%	0.0%	0.0
EL	19	0	0.0	0.0	0.0
Economically Disadvantaged	167	3	1.8%	0.0%	0.0
Students with Disabilities	79	3	3.8%	0.0%	0.0
High Needs	235	4	1.7%	0.0%	0.0
Female	191	2	1.0%	0.0%	0.0
Male	213	3	1.4%	0.0%	0.0
American Indian or Alaska Native	1	0	0.0%	0.0%	0.0
Asian	39	0	0.0%	0.0%	0.0
African American/Black	29	0	0.0%	0.0%	0.0
Hispanic/Latino	131	2	1.5%	0.0%	0.0
Multi-race, Non-Hispanic/Latino	22	1	4.5%	0.0%	0.0
Native Hawaiian or Pacific Islander	0	0	0.0	0.0	0.0
White	183	2	1.1%	0.0%	0.0

Analysis of the school's 2020-21 suspension rates indicates record low percentages of students disciplined. The school's

learning modules due to COVID may have contributed to the record low percentage of students being disciplined. For the 2020-21 school year, all students except for our small number of “Mission McAuliffe” students were fully remote until March 2nd. March 2nd was when our hybrid program began that had students on campus every other week. When hybrid students were on campus, they remained in one classroom for the majority of the day and did not interact with students outside of their small cohort. It was not until April 28th did we begin our full in person learning program. It was at that time, families had the option to send their children to school every day or keep them at home everyday. There was a significant number of families who elected to have students learn from home, which fully lessened in person interaction between all of our scholars at McAuliffe. Having all students fully remote until March and some students remaining fully remote for the year coupled with limited cohort interaction when in person, most likely greatly decreased student discipline compared to past years. One area of statistical significance for the 2020-21 school year was that only 1.2% of students (5 out of 405) received discipline compared to 4.7% in 2019-20. Another area of statistical significance for the 2020-21 school year was that there were zero students out of school suspended compared to 3.2% in 2019-20. All suspensions in 2020-21 were in-school suspensions. In further comparison of 2019-20 to 2020-21, there was a 4.4% decrease (8.2% to 3.8%) in students with disabilities receiving suspensions. There was also a 2.6% decrease in students who are high needs receiving a suspension comparing 2020-21 to the 2019-20 school year. Those data points show progress as most of the students who were full in person for the entire year due to being in the Mission McAuliffe program were students with disabilities/high needs. As the school moves forward, we continue to try to move away from suspensions in general which may have contributed to the lower number of suspensions and out of school suspensions. However, if a suspension is decided, we prefer to keep the student on an in-school suspension rather than an out of school suspension. Exceptions would be for incidents that create a major safety issue within the school and a removal from the school in entirety is needed to maintain safety.

In 2019-20, the racial/ethnic demographic group with the highest suspension rate was African American/Black subgroup, 10.7% (3 out of 28 students). In 2020-21, there were zero African American students (0 out of 22) students suspended which was a 10.7% decrease from the prior year. All other racial demographics experienced a decrease in suspension rates from 2019-20 to 2020-21 except Multi-race/Non-Hispanic/Latino. The increase for that demographic was slight as there were 0 students from that demographic suspended in 2019-2020 compared to 1 student from that demographic in 2020-21. Overall, in 2020-21, we saw a decrease in suspension rates in most racial/ethnic demographic groups. We will continue to look into our systems of discipline through a lens of diversity, equity, and inclusion. As our percentage of students of color continues to increase, we will look to better meet the academic, social, and emotional needs of its students of color and have our curriculum, community efforts, and discipline practices reflect that shift.

One other demographic that experienced a significant decrease in suspensions from 2019-20 to 2020-21 was male students. In 2019-20 4.3% of males (13 out of 208) received a suspension as compared to 1.4% of males (3 out of 213) receiving a suspension in 2020-21. That is approximately a 3% decrease from the previous year.

During the 2021-22 school year we continued to strive to become even more restorative with our discipline practices. Our work plan for 2021-22 had a goal around creating authentic relationships with scholars and families in order to increase student achievement. The Culture Leadership Team provided staff with training in relationship building and perspective taking resources. Specifically, staff were trained in the evidence based practice of Establish, Maintain, Restore (EMR) in order to help foster relationships and student achievement. Staff were given restorative conversation scripts as well as strategies to help start and continue relationships with scholars. Data was collected through student surveys and walkthroughs to gauge the success of staff in this initiative. It was presented to staff every six weeks with a goal of hopefully decreasing suspensions for scholars as well as other consequences for scholars. As a school, we will continue to teach restorative practices rather than simply being punitive with the goal of lessening suspensions while creating a more connected community. For every suspension in the 2021-22 school year, the Dean of Students or Culture and Character Coach conducted a re-entry meeting for the student that required a parent/guardian and crew leader to be present. Those re-entry meetings consisted of a series of restorative questions that aided the student in reflecting upon their actions. It was during the reflective moments where you could see the scholar having to confront their own actions and own the ripples of their behavior is when the personal growth occurred.

In 2021-22, staff continued to focus on how to better assist students who exhibit unexpected behaviors. The counseling department continued to meet to discuss our most challenging scholars on a regular basis in order to assist in preventing behaviors. All staff also met once a week in Grade Level Departments to continue their work in implementing Team plus, which is part of our RTI process in order to provide some of our most needy scholars with

Tier 2 interventions to help them succeed. With more of a focus on Tier 2 interventions for the upcoming 2022-23 school year, the goal is to see more of a shift in helping those scholars who struggle the most academically and behaviorally.

Code of Character, Restorative Practices, and Collaborative Problem Solving

McAuliffe employed a code of character and discipline policy that applies to members of the community during the school day, while on school property, while traveling to and from school, on fieldwork, at any school-related event, while using the McAuliffe internet or if any outside of school behavior ends up creating an unsafe learning environment at school. The code of character applies to behavior outside of school if a behavior threatens the safety and security of the community or disrupts the educational process or orderly operation of the school. This includes behavior on social networking sites or apps (e.g., Instagram, Snapchat) as well as in group chats through texting or messaging. The code of character articulates “Community Responsibilities & Rights” for scholars, parents/guardians, and employees. It describes the school’s implementation of proactive school-wide prevention practices, responsive practices to manage difficulties including unsafe behavior, and intervention practices that include relationship repair and support for all parties involved. The school’s discipline policy articulates the steps the school employs when investigating a critical incident, assigning consequences, and ensuring due diligence and protection of scholar and family rights when considering the assignment of an in-school or out-of-school suspension.

During the 2021-22 school year, The school continued to educate and stress to staff the importance of employing restorative practices by assigning consequences that are relevant, respectful, and realistic. Suspensions (in-school or out-of-school) were accompanied by a restorative fix-it planning process that guided scholars to reflect on questions such as: What happened? What were you thinking at the time? What have your thoughts been since? Who has been affected by what you did? In what way have they been affected? What do you think you need to do to make things right? Scholars worked with the Dean of Students, Culture and Character Coach, a school counselor, their Crew leader, and/or their parents/guardians to identify the specific actions to take to make things right. Actions included writing and delivering apology letters, participating in restorative circles, learning more about intent vs. impact, researching origins of derogatory terms, and completing service projects to help the school or fix what they may have damaged. Scholars also went through a re-entry process after in school and out of school suspensions in order to determine if they were ready to rejoin their school community. The determination was made at a meeting following the suspension with a parent/guardian and either the dean of students or the culture and character coach, as well their school counselor and crew leader. Increasingly, fix-it plan restorative questions were aligned with the specific situation. Additionally, questions were often crafted to engage the scholar in collaboratively problem-solving the underlying issue rather than focusing on the presented behavior.

The goal at the beginning of the 2021-22 school year was for the Culture and Character Coach to offer staff a course on Collaborative Problem Solving (CPS) techniques. Due to several meetings being after school and different initiatives taking precedence this program was left off this year’s agenda as staff were dealing with so many other pressing issues. CPS techniques were taught in a PD for all staff, lead by the Culture and Character Coach, which specifically helped staff develop their own CPS script when talking to students who exhibited unexpected behaviors. One staff member after receiving the PD used their script the next day with a student who they had been struggling to make progress with. That staff pulled out their script and used it to help guide the conversation with the student. The staff reported that after the conversation ended the student stated that they felt heard and better about what needs to happen moving forward in order to help improve their behavior which was caused by the staff and student being able to efficiently understand each other’s perspective. Another staff reported that they were dealing with incidents in their classroom without making an effort to understand their student’s perspective as they were only considering their perspective when an incident occurred. It was only until they implemented a technique of taking a pause and considering multiple perspectives when talking to a student that they began to not personalize a student’s behavior and feel attacked. This opened the door for them to create an understanding and relationship that was leveraged to help increase expected behaviors within the class. The hope during the 2022-23 academic year, is to again have the culture and character coach offer his introductory CPS course to staff in order to better help staff manage unexpected behaviors. The introductory course had a tremendous amount of success in the 2019-20 school year and will look to build off that success for the 2022-23 school year.

Monitoring Progress

The Dean of Students and Culture and Character Coach lead the monitoring of data pertaining to student discipline

ranging from low level actions to level three actions which may warrant a suspension. During the 2021-22 school year, the Culture and Character Coach provided quarterly discipline data to Instructional Leadership Team (ILT) members in order to discuss possible action items from the data interpretations. Specifically, discipline data helped shape part of the narrative of the 2021-22 school year while ILT began developing the 2022-23 workplan. Discipline Data was also discussed during CLT meetings as well as Tier 2 meetings with the Director of Teaching and Learning, Director of Student Services, Culture and Character Coach and PBIS Wediko consultant. Data was also analyzed in coaching sessions facilitated by the Culture and Character Coach with the Dean of Students. Discipline data was also a prominent part of Student Support Squad weekly meetings and School Counseling Department meetings facilitated by the school's Culture and Character Coach. This academic year, there was a dramatic increase in consequences assigned to students compared to the 2020-21 school year. Last year, scholars were either remote for most of the year or the entire year. Therefore, without having students consistently interacting with each other and transitioning from class to class, there were not too many instances of discipline to report. However, when comparing the 2021-22 school year suspensions to school years prior to the pandemic, 2021-22 saw almost double the number of students suspended for an incident than any school year from 2014-2019. There were also approximately 1,400 consequences logged by staff in the consequence log this year for instances when staff assigned a consequence to a student other than a suspension. Specifically, these consequences were lunch and/or recess as well as after school consequences assigned by staff. The feeling in the building was that there was a great uptick in unexpected behaviors during the 2021-22 school year. The cause of this uptick cannot be linked to one variable. Obviously having students return to school in person after about a year and a half could have contributed to students needing to relearn how to follow expectations within a school setting rather than being online. Therefore, school leadership looks to address this concern by piloting a crew program, educating staff on implementing perspective taking protocols into the classroom, and lowering staff attrition rate in order to assist scholars in creating a supportive learning environment. As a reference point, schools in the Framingham area as well as in other parts of Massachusetts reported in meetings that discipline referrals and unexpected behaviors were increasing across all schools during the 2021-22 school year and may have proven a trend around relearning how to learn in person since being at home for a long period of time. .

In addition to discipline data, attendance and work completion data was reviewed every week at various meetings facilitated by the Culture and Character Coach. Specifically, during Student Support Squad weekly meetings, weekly coaching meetings with grade level counselors and Team Plus meetings with grade levels. The counseling team continued to use a universal tracker that automatically pulled grades from PowerSchool to a google spreadsheet. It was a great way to see how all students in a grade were performing on a weekly basis and it provided assistance in narrowing in on which students to proactively engage in conversation with. The data on work completion was used to identify students who needed to be talked about at Team Plus meetings in Grade level teams due to their lack of work completion. It was at those meetings that staff discussed possible functions of the behavior and interventions to help modify the behavior. The data was also used by counselors in order to identify students who may need additional access to counselors, instructional supports, or other elements of the District Curriculum Accommodation Plan. The student support squad used discipline, attendance and work completion data to inform whether a student may need to be referred for evaluation, including but not limited to a functional behavioral assessment (FBA). Grade level counselors were specifically in charge of monitoring attendance on a weekly basis and communicated with families regarding issues with their child's attendance. The weekly monitoring helped gauge whether a student's attendance was improving or declining. As a student's attendance was declining, counselors would set up phone calls, in person meetings or bring in the Framingham School District Attendance Coordinator for assistance in working with families. During the 2021-22 school year, counselors were able to exercise all their options to assist students in proactively and reactively improving their attendance. Success varied from student to student but every family and student was supported in improving attendance. For the 2022-23 school year, the school hopes to continue to progress in providing interventions to students struggling academically as targeted Tier 2 academic interventions are done more to fidelity next year.

Dissemination Efforts

McAuliffe teachers, leaders, and scholars engaged in dissemination activities during the 2021-22 school year. The first table below outlines specific dissemination activities that took place during the 2021-22 school year.

Best Practice	Vehicle for Disseminati	Who at the school was involved with	With whom did the school disseminate	Result of dissemination
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Shared	on	dissemination efforts?	its best practices?	
PBIS	Sharing documents and matrices around expectations and COVID expectations - provided our exemplars	The Culture Leadership Team: Team leader: Tony Fratantonio, and PBIS consultant Scott Greenspan	Codman Academy	Informing Codman of ways to lift up their school wide expectations.
Passages Presentations	External Panelist visitors to Passages presentations	Director of Teaching and Learning, Nellie Zupancic, and 8th Grade Teachers	Ruth Whalen Crockett, Director of the New Teacher Collaborative; Gretchen Bukowick, Director of the Northeast Region of EL Education	Sharing Passages Presentation practices with leaders of education not-for-profits.

The school also engaged in productive collaboration with Framingham Public Schools and Natick Public Schools and took steps to expand our work together to support the students of Framingham and MetroWest. Specific information about these efforts is reported in the accountability plan report in Appendix A.

Academic Program Success

Student Performance

McAuliffe's 2021 School Report Card can be found via the following link to the DESE website:
<https://reportcards.doe.mass.edu/2021/04180305>

2021 Official Accountability Report – Christa McAuliffe Charter School	
Overall classification	Not requiring assistance or intervention
Reason for classification	Moderate progress toward targets
Progress toward improvement targets	31%
Accountability percentile	-

Academic Program

Accelerated Learning Plan for 2021-22

McAuliffe's plan for accelerated learning in 2021-22 was rooted in the Department of Education's Acceleration Roadmap in combination with McAuliffe's values and traditions as an EL school, and included both an intervention block and in-class supports.

At the close of the 2020-21 school year and start of 2021-22, teachers conducted a curriculum review to ensure that units emphasized critical standards and had high-quality lessons and assessments. In order to monitor student performance on an ongoing basis, the school began a contract with NWEA to administer the MAP assessment in math and ELA three times a year, starting with math in June 2021. After each assessment, teachers met with their colleagues and instructional coach to review data, analyze successes and areas for growth, and identify students who would benefit from targeted support. The program elements listed below include both components explicitly focused on acceleration on and elements that are part of general continuous improvement. Mid-year staff turnover and unfilled positions led to challenges in implementing some of these elements as robustly as originally planned; however, the school made progress across departments and programs.

Intervention Block

Over the course of the 2021-22 school year, McAuliffe engaged in continuous improvement of their “Lab, “ or intervention / extension block, which met three times a week for forty minutes. At the start of the year, students made use of Edgenuity, an online instructional platform, to work on skills tailored to their needs in mathematics, reading, and writing, while teachers pulled small groups of students whose recent assessments (either NWEA or in-class) indicated the need for just-in-time reteaching or additional practice. Over the course of the year, teachers observed that Edgenuity was not effectively engaging students in targeted instruction. Instead, students who were not working in small group with a teacher engaged in independent reading – meeting a need for students to increase the volume of text that they consume in order to build fluency – and practiced foundational math skills through a school-created, self paced program. The school will make use of this intervention block again in the coming year, with goals of continuing to build teacher skill in providing interventions and providing more robust extension options.

Mathematics and Science Curriculum and Instruction:

McAuliffe math faculty used NWEA and other student assessment data, along with curriculum review, to guide a program that combined the teaching and reteaching of foundational skills with moving forward with grade-level content. Although the math / science instructional coach – whose position is designed to be dedicated to full time coaching and instructional support – taught half time due to short staffing, she continued to guide teachers through data analysis and reflection on their practice. This year, the school launched a partnership with Lesley University’s Center for Mathematics Achievement, and staff from the program supported our math instructional coach and math faculty to ensure that curriculum and instruction prioritizes high leverage standards and that teachers had the skills and understanding to implement standards-aligned instructional best practices. The school will continue this partnership in the 2021-22 school year, and, based on Lesley’s guidance, will adopt the Illustrative Mathematics curriculum and the foundation for the mathematics program. Science teachers followed a parallel path of identifying high-leverage standards; in addition, they built in more hands-on activities in order to build student engagement. The school has identified the OpenSciEd curriculum as a strong, standards- and EL-aligned resource, and plans to begin a pilot of their curriculum in the 2022-23 school year.

Humanities Curriculum and Instruction:

The Humanities department focused on revising curricula to ensure that it had multiple entry points and adequate supports for all learners. After examining beginning of year assessment data, teachers selected texts that were best suited to meet student needs. In each grade level, they identified rigorous, grade-level texts with which each student would engage, and offered book group choices that allowed students to engage in a text with greater independence. Faculty continued to revise the tasks, scaffolds, and lessons that supported this adjusted curriculum. For the coming school year, the school has set aside weekly protected time for teachers and instructional coaches to collaboratively analyze data and action plan based on that analysis . Additionally, faculty and leaders observed that many students did not have the robust skills in speaking and listening that support deep engagement in text. In the coming year, one of the department’s focuses will be the direct teaching and practice of those skills via discussion protocols.

World Language Instruction:

At the outset of the school year, World Language teachers assessed students’ current skill levels and prioritized the standards that are most critical for success. In surveys, students identified significant anxiety about being “behind,” and French and Spanish teachers observed that this anxiety impeded students to participate in the target language. Teachers designed lessons and activities intended to restore student confidence in themselves as second (or third) language learners, and continued their tradition of high-interest topics and projects.

Co-Teaching Inclusion Classes

Despite persistent challenges with hiring that left the special education department downstaffed for the entire year, McAuliffe continued to prioritize the availability of a co-teaching model at all levels during the 2021-22 school year. Five out of nine special educators (hired out of ten budgeted positions) collaborated with a single general educator to teach four classes. When possible, this continued to support teaching pairs in their ability to establish and maintain strong co-teaching practices and allowed the special educator to focus on contributions within departmental planning that enabled the incorporation of specialized instruction, universal design to maximize accessibility and additional supports and modifications to support students receiving special education (as well as others). Two special educators split instructional time across ELA and math, working with two corresponding content area teachers, and one special educator followed a cohort across their academic day, split between subseparate instruction for math and inclusion, for which the special educator co-taught, in science and social studies. The ninth special educator worked with a small group of students at the 6th and 8th grade levels needing the most intensive and individualized academic instruction; this educator taught our sub-separate ELA classes at the 6th and 8th grade level, as well as a 7th grade learning center and co-taught a 6th grade social studies class. All special educators and general educators who co-taught classes had common planning time available during the week. The school also employed five inclusion assistants. The integrity of this model was challenged by multiple lingering COVID-related illnesses, a mid-year role transfer, and mid-year attrition of special educators (1) and inclusion assistants (1).

Flexible Seating

During the 2019-20 school year, prior to the pandemic, a system for flexible seating was implemented in three sixth grade classrooms and one seventh grade classroom. The flexible seating system included a structured introduction to flexible seating, creation of common expectations, seating selection procedures, and guided student-teacher reflection on choices. Flexible seating options included high top tables, bean-bags, exercise balls, stools, low tables, wobble chairs, standing tables, traditional desks, and more. This pilot was aligned with research documenting the positive impact that flexible seating can have on development of independence, executive functioning, and self-esteem. This initiative was difficult to replicate in classrooms during the 2020-21 school year due to necessary protocols and classroom set-up pertaining to health and safety. While we were not able to implement flexible seating in its intended form as a student-initiated learning choice, we were able to offer in-person students a range of options for flexible seating within the confines of traditional desk spaces, six feet apart from one another (e.g., exercise balls, wobble chairs, standing desks, and stools). Pieces of a flexible seating initiative were again implemented within a sixth grade classroom this year. A return to a more structured roll-out of flexible seating and more widespread implementation should be prioritized during the 2022-23 school year due to the qualitative success noted in the fall of 2019 and again within the smaller scope of implementation in the 2021-22 school year.

Emotional/Behavioral Flex and Therapeutic Crew Pilot

During the 2018-19 and 2019-20 school years, we initiated and expanded a pilot implementation of a small emotional-behavioral flex program/therapeutic Crew by providing two tiers of support for students in seventh and (in the second year) eighth grades. This cross-grade therapeutic Crew, co-led by a special educator and the adjustment counselor, utilized the Second Step[®] Middle School lessons to provide specialized instruction for five students in the seventh and eighth grades. The students were assigned from the start of each year and included students with IEP goals related to emotional and/or behavioral regulation who also regularly struggled to remain regulated within the context of the inclusion classroom, despite receiving specialized instruction and servicing per their IEP. Additionally, within the second year of the pilot, one eighth grade Crew was assembled and identified as a Crew through which to provide Tier 2 intervention. This crew consisted of a heterogeneous group of students for whom the need for targeted support around social skills and emotional regulation was identified. The implementation of this initiative during the 2019-20 and 2020-21 school years was impacted first by decreased student participation following building closures and then by a need to maintain sustainable cohorting across the day. For the 2021-22 school year, the time dedicated to Crew was significantly decreased, from 230 minutes per week to 140 minutes per week as school leadership sought to prioritize time for curriculum recovery post-pandemic.

Suspension and discipline data from the 2021-22 school year (revealing a return to disproportionate discipline rates for students in special education and with documented challenges with self-regulation and conflict management skills) indicate a need to renew implementation of a more robust, tiered intervention for delivery of instruction related to self-

regulation, coping, and social skills. Foundationally, the school has committed to a return to increased time devoted to Crew and the participation in a pilot implementation of an EL Crew curriculum to support more robust SEL instruction for all students, there will be a need to examine the possible reimplementations of therapeutic/intensive Crews, formed to offer more intensive, targeted (Tier 2) instruction related to emotional regulation, social problem-solving and conflict management.

Positive Behavioral Interventions and Supports (PBIS) and Culture Leadership Team

On August 5th, before the 2021-22 school year began, the Culture Leadership Team (CLT - composed of teachers, counselors, leaders, and our contracted PBIS coach from Wediko Children's Services) met to revamp lesson plans on how to teach expectations to all students. Since the 2021-22 school year was going to be starting with all students in person with no one remote, reteaching expectations to scholars at the beginning of the year was going to be important. Some students had been remote for the entire year prior and relearning school expectations was going to be vital to a successful school year. The team was able to have the lessons on school expectations ready for the start of the year which were rolled out in Crew. During the summer before school started, the team also worked on a variety of tasks in order to prepare for the 2021-22 school year. Specifically, CLT revamped PDs for new staff that explained what PBIS was and what the Spirit of Crew was as well. The team also developed a PD for new staff on how to teach expectations, while reviewing policies, procedures and restorative practices. CLT also used that summer prep time to work on PDs for all staff coming during Launch Week. The team worked on PDs to help train staff in our Tier 2 intervention practices as well as a refresher on expectations, procedures and policies. CLT also took the summer time to put together resource guides that staff could utilize for the entire year. The team created a Tier 1 handbook that all staff could access at any time in order to familiarize themselves with the Tier 1 interventions and systems we provide all students at McAuliffe. The team also began to work on a Tier 2 handbook which will be looking to complete in the summer before the 2022-23 school year. Finally, during their summer work, CLT also began to ponder how to help move the school's work plan forward. Specifically the supporting target of creating authentic relationships with students and families. The team looked at data from the previous school year and decided upon what data they were going to collect for the upcoming school year in order to measure the success of growth in the supporting target. CLT built out a rough roadmap of how to help move the staff's progression towards developing more relationships with students and families in order to create a larger sense of belonging in the McAuliffe community. The team used their work time during the school year to really educate staff, collect data, analyze data, and provide staff with targeted feedback to help move the work plan forward.

In order to assist in moving the school forward in creating a culture of crew as we shifted back to full in person learning during the 2021-22 school year, CLT focused on helping staff build authentic relationships with scholars and families. CLT utilized PD opportunities to assist in staff growth towards creating a culture of crew as well as improving their Tier 1 and Tier 2 interventions towards unexpected behaviors. Every year the Culture Leadership Team plans PD for new staff week and launch week in order to make sure all staff are prepared to make PBIS come to life. CLT was responsible for training all staff in several new Tier 2 behavior interventions for students as the school continues to revamp its Tier 2 systems. Some of the Tier 2 behavior interventions that staff were trained in were, Check in Check Out, Behavior Contracting, Self Monitoring, and Class Pass. CLT also used PD time at the start of the year in order to teach staff our new Team plus model in order to best help students who may need more targeted interventions. As far as helping staff improve their Tier 1 intervention skills for all students, CLT utilized PD opportunities throughout the school year to teach staff the evidence based practice of Establish Maintain Restore (EMR). CLT used 5 PD days to instruct staff in various methods to establish, maintain, and restore relationships with students and families. Three of the five PD days were dedicated to each component of EMR. The other two PD days were used to introduce EMR and a roadmap of how staff were going to measure their progress towards creating authentic relationships. The final PD day was used to show the year's data from our work with what worked well and what needs to still improve. The data that was used at PD to monitor our progress in developing relationships was a relationship survey that students completed every 6 weeks. This data was broken down by gender, racial demographic, and grade level. Staff were able to analyze CLT's interpretations of the data at every PD and adjust practices. One piece of data that was found during the first PD's exit ticket is that staff were most unsure of their ability to restore relationships with students once there is a fracture. As the school continues to work towards deepening their ability to facilitate restorative practices, CLT will continue to aid staff in creating their own script for having restorative conversations with students.

In addition to teaching EMR, CLT provided PD on how to create ethical people within the classroom. CLT organized

and implemented two walkthroughs to track how teachers were implementing strategies within the classroom to help create ethical people. Some of the look fors that staff were hoping to observe during the walkthroughs were strategies to help students take perspective and share perspective during their classes. Teachers were also striving to help students be leaders of their own learning. Therefore, at grade level team meetings CLT representatives facilitated PD with data from the walkthroughs that highlighted strategies that other classrooms were using to provide leadership opportunities for students. CLT PDs during grade level team meetings also included providing staff with a resource guide to adding perspective taking strategies and relationship building strategies into your classroom.

CLT accomplished several actions throughout the 2021-22 school year. As noted earlier, CLT successfully implemented PDs that helped staff work towards a supporting target in the work plan. CLT did that by teaching strategies to help build, maintain, and establish authentic relationships with students while interpreting data every 6 weeks to monitor progress. CLT improved Tier 1 structures by incentivizing staff to write more HOWLs cards so students would receive more positive praise. This was specifically done by CLT creating a Staff HOWLs raffle that helped them earn prizes for writing more HOWLs cards. CLT trained staff in implementing new Tier 2 behavior interventions while monitoring Tier 1 strategies to help create ethical people. CLT created resource guides for staff to improve their relationship building and perspective taking strategies. As a result data showed that on a scale of 1-5 students felt on average staff treated students with respect on a 4 out of 5 level. While staff will continue to progress in creating relationships with scholars next year, there was progress made with staff making students feel respected while at McAuliffe.

School Counseling

During the 2021-22 school year, the school continued to assign one school counselor to each grade. The team utilizes a looping caseload system which means each grade level counselor has the same group of students each year and travels with them grade to grade. The counselors really get to know their scholars and their families as they are scheduled to stay with them for three years. Each grade level counselor is also the case manager of the students who have 504 plans in their grade. Therefore, as the grade level counselor stays with their grade, they become very knowledgeable about the accommodations required for their students with 504s and share that with staff as they move from grade to grade. Grade level counselors also consistently report out student progress to families of students with 504 plans to keep them properly updated with their child's progression. They also facilitate annual 504 meetings with families and staff to review student progress as they know their families pretty well by the end of 6th grade. The looping model for counselors paid off this year specifically as at the end of the 2021-22 school year, the 8th grade counselor completed three years with our graduating class. The 8th grade counselor was able to see that class through remote learning beginning at the end of their 6th grade year, continuing throughout their 7th grade year, and then returning everyone to full in person learning in 8th grade. As evidenced in student survey data, the 8th grade reported that they could go to their counselor for any issue they were dealing with as a high level of trust and understanding which had been developed throughout those trying years. The counseling department will continue this model in the 2022-23 school year as the class of 2023 is scheduled to graduate with the same school counselor that they have had for their stay at McAuliffe.

As all students returned to full in person learning in 2021-22, the grade level counselors were highly utilized during conflicts, unexpected behaviors and crisis intervention due to their strong relationships with scholars. Discipline data showed that there was an uptick in the need to assist students in regulating after becoming dysregulated compared to previous years at McAuliffe. The school counselors spent a great deal of time being reactive to student needs and more specifically the small percentage of students who continued to struggle with regulating emotions throughout the year on a consistent basis. They worked closely with the Dean of Students to complete bullying investigations and get statements from students when there was a major incident to report. The counselors are vital in facilitating peer mediation when there is a conflict between scholars. There were several instances when peer mediation was needed due to students readjusting to being around each other in school and all school counselors spent a good portion mending those fractured relationships.

Even though there was a great deal of reactive responses to student needs, all school counselors were able to provide proactive counseling. All school level counselors are required to and fulfilled the requirement this year to meet with each student in the grade individually for a check in. Every student in the school was able to state that they met with their school counselor this year. The digital counselor referral form was accessed by scholars and families readily throughout the year so that getting assistance from a counselor was easy. In addition to scheduled check-ins, the

school counselors met all scholars each morning at their grade level doors to start every scholar's day with a smile and hello. All counselors facilitated lunch bunches for various groups of students that centered around skill building and connectivity for scholars. The 7th grade counselor was able to co-facilitate a grief group after school for students who had lost a loved one recently. The 7th grade counselor was able to also complete SBIRT screening for all of the 7th grade students which screens students for possible substance use and abuse. The 8th grade counselor was able to provide interview prep sessions for all scholars who were applying and interviewing for admission to high schools. The 6th and 7th grade counselors co-facilitated the GSA after school each week which provided our scholars with a safe place to be themselves. The school counselors worked extremely hard to incorporate several proactive counseling strategies even with the large volume of reactive counseling needed.

The grade level counselors continued their practice of meeting weekly amongst themselves in order to discuss best practices around counseling and review attendance and behavior data. The counseling department continued to focus on using data to guide their actions this year. Counselors used mid year student survey data and relationship survey data to track who was not feeling a part of the McAuliffe community. The compassion and empathy that the counselors showed to each family and scholar was tremendous. Through every student hospitalization, risk assessment, or DCF filing that needed to be done, the counseling department rose to the challenge and provided stability.

The effects of the pandemic on the mental health of our scholars will continue to be studied. During the fall of the 2021-22 school year, our counseling department oversaw the facilitation of the 2021 Metrowest Health Survey. Almost all of our students completed this survey which includes questions about substance use, mental health, diet, exercise, study habits, violence, bullying, and protective factors to name a few. The survey results were tabulated and shared with the Culture and Character Coach in the beginning of June 2022. The data from the survey shows that McAuliffe students in comparison to other Metrowest students deal with a higher rate of suicidal ideation, traumatic experiences outside of school, and attempts to self harm. In comparison to the 2018 survey data, the rates of these issues are rising within all Metrowest schools but are all statistically significantly higher for McAuliffe students than other Metrowest students. Therefore, it is key for the 2022-23 school year to provide proactive support for a student body that is showing a growing need for mental health services. The 2022-23 work plan was built with this data in mind as continuing to foster connectivity with scholars as well as utilizing restorative practices will be vital to meeting this growing need within our student body. The silver lining from the 2021 Metrowest health survey is that McAuliffe students are 10% more likely to state that they have a school counselor to help them than students from Metrowest schools. McAuliffe students also reported that they are 6% more likely to state that they have at least one trusted adult at school to help them than students from Metrowest schools. The counseling department will continue to lead the school in making sure scholars feel supported as mental health concerns seem to be rising.

Organizational Viability

Organizational Structure of the School

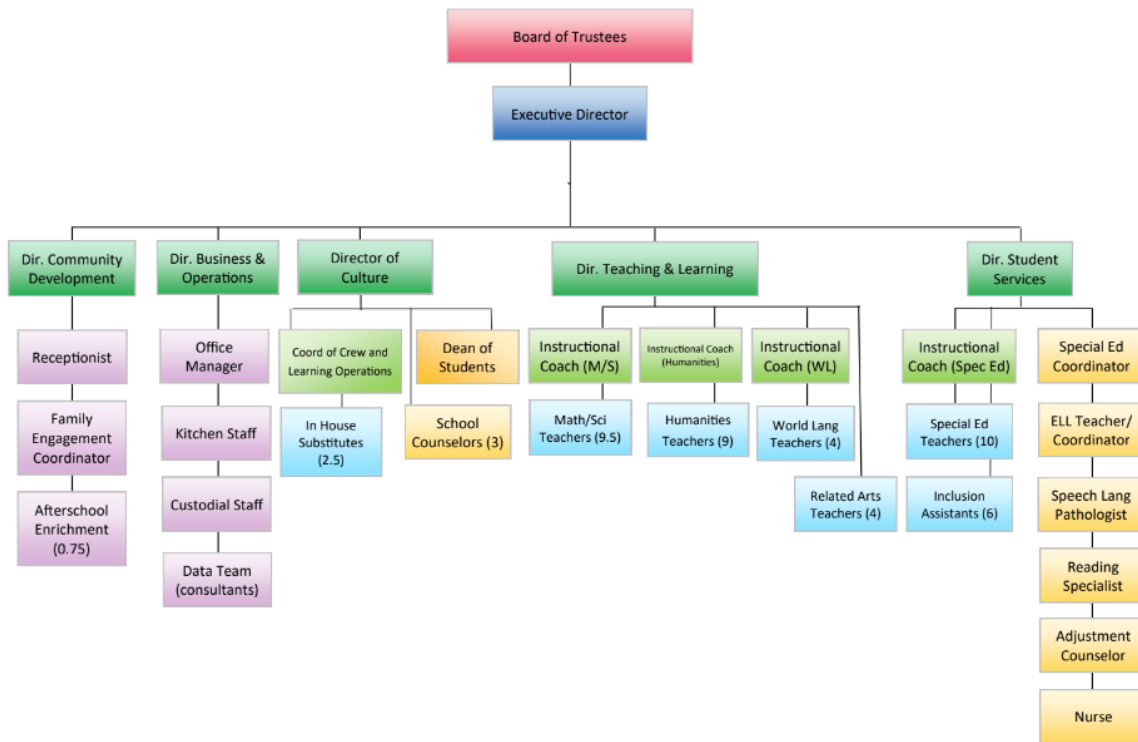
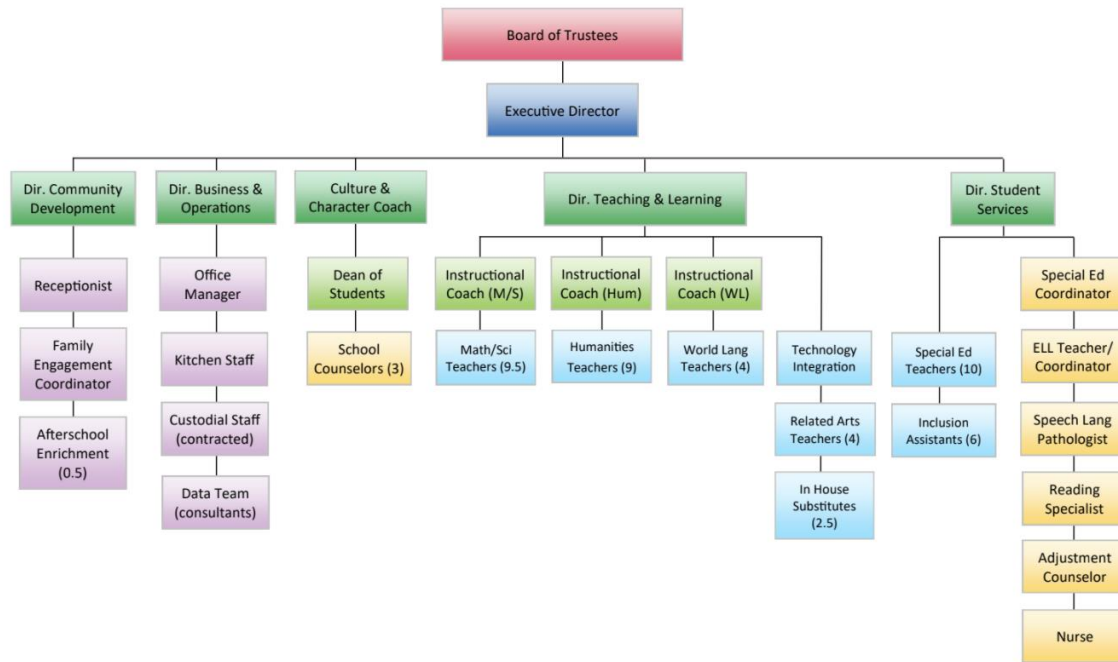
School Leadership

McAuliffe continues to employ a distributed leadership structure that supports teacher growth, scholar learning, and implementation of EL Education core practices. In this model, school leaders collaborate to identify priorities, solve problems, and make decisions. School leaders annually review roles and responsibilities and adjust based on the school's needs and priorities.

Frank Tipton assumed the executive director position on July 1, 2020 and exited his post on July 1, 2022. Both the Director of Community Development and Director of Business Operations left the school in February, 2022. All remaining senior leadership continued employment through the 2021-22 school year.

In 2022-23 the school is adding a Special Education Instructional Coach and a Coordinator of Crew and Learning Operations position. . Both positions will fill growing needs. Additionally, our Humanities Instructional Coach will focus on some school-wide special projects this coming year, so the Director of Teaching and Learning will assist with part of the humanities coaching workload..

2021-22 Organizational Chart (Top) and 2022-23 Organizational Chart (Bottom)



Budget and Finance

Christa McAuliffe Charter School

2023 -Operating Budget

BOT Approved: August 11, 2022

Total revenue 7,558,402

Expenses:

Salaries Expense - Admin	455,860
Salaries Expense - Core Teachers	1,056,691
Salaries Expense - Teachers	759,835
Salaries Expense - SPED Teachers	1,055,186
Salaries Expense - Other instr.	1,264,461
Payroll taxes	202,148
Fringe benefits	613,000
Rent	550,000
Contracted services	20,000
Professional services	373,326
Office expense	108,555
Marketing	27,250
Insurance	45,000
Equipment	192,005
Instructional services	139,032
Enrichment	4,000
Transportation	20,000
Student Activities	60,376
Supplies	74,818
Repairs and Maintenance	213,450
Professional development	34,300
Food service expense	123,000
Travel	10,525
Utilities	90,200
Fundraising	2,500
Interest expense	200
Depreciation	<u>22,000</u>

Total expense 7,517,718

Change in net assets \$ 40,683

Unaudited FY21 Income Statement

Statement of Revenue, Expenses and Changes in Net Assets	
For the year ended June 30, 2022	
(Unaudited)	
Revenues:	
State Grants	\$ 6,542,119
Federal grants	537,790
Food Service Revenue	125,471
Private Grants and Contribution	18,166
Other revenue	<u>99,229</u>
Total revenue	<u>7,322,775</u>
Expenses:	
Salaries Expense	4,220,646
Payroll taxes	132,289
Fringe benefits	493,648
Rent	549,485
Contracted services	142,281
Professional services	398,400
Office expense	102,350
Marketing	28,896
Insurance	38,198
Equipment	235,321
Instructional services	113,180
Enrichment	19,895
Transportation	62,940
Student Activities	43,430
Supplies	74,942
Repairs and Maintenance	228,425
Professional development	42,450
Food service expense	105,236
Travel	17,141
Utilities	77,624
Interest expense	183
Depreciation	<u>29,182</u>
Total expense	<u>7,156,142</u>

Change in net assets	<u>\$ 166,633</u>

Statement of Net Assets (Balance Sheet)	
For the year ended June 30, 2022	
(Unaudited)	
ASSETS	
<i>Current Assets:</i>	
Cash	1,669,529
Accounts receivable	47,435
Due from Foundation	<u>311,313</u>
Total current assets	<u>2,028,277</u>
<i>Noncurrent Assets:</i>	
Capital assets:	
Plant and equipment	544,013
Less: accumulated depreciation	<u>(357,736)</u>
Total Capital assets	186,277
Escrow deposits	<u>7,730</u>
Total noncurrent assets	<u>194,007</u>
Total assets	<u>2,222,284</u>
LIABILITIES AND NET ASSETS	
<i>Current Liabilities:</i>	
Accounts payable	117,730
Accrued expense	<u>424,531</u>
Total current liabilities	<u>542,261</u>
<i>Other Liabilities:</i>	
Escrow Deposits	<u>6,681</u>

Total liabilities	<u>548,942</u>
Net Assets:	
Net Assets:	<u>1,673,342</u>
Total liabilities and net assets	<u>2,222,284</u>

Spring 2021 Pre-Enrollment

FY22 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2021 submission	348
Number of students upon which FY22 budget tuition line is based	348
Number of expected students for FY22 first day of school	360
Please explain any variances: None noted.	

Capital Plan for FY23

N/A

APPENDIX A: ACCOUNTABILITY PLAN PERFORMANCE

Objective 1: McAuliffe will foster scholars' commitment to personal and academic growth.		
Measure: Each year, at least 95% of scholars and families will participate in two Student Led Conferences (SLCs). (Process)	Not Met	<p>The school did not meet the goal for 95% of students and families to participate in two SLCs due to staff turnover, particularly in the 7th grade.</p> <p>The charts below illustrate the percent of students who participated in two student-led conferences per grade and in the aggregate as well as the percent of students who participated in at least one student-led conference per grade and in the</p>

aggregate.

Student Participation in Two Student-Led Conferences

	6th	7th	8th	All
2017-18	98%	96%	97%	97%
2018-19	96%	98%	98%	97%
2019-20	86%	73%	0%	53%
2020-21	95%	92%	0%	62%
2021-22	73%	63%	78%	72%

Student Participation in at least One Student-Led Conference

	6th	7th	8th	All
2017-18	100%	100%	100%	100%
2018-19	100%	100%	100%	100%
2019-20	99%	94%	94%	96%
2020-21	98%	98%	95%	97%
2021-22	92%	93%	92%	92%

Student participation in Student Led Conferences was particularly low for the first SLC, when significant staff turnover led to both fewer SLCs and less reliable tracking of the Student Led Conferences that took place. In addition, a small number of crew leaders struggled to ensure that all students participated in SLCs, typically because of challenges reaching families. The hire of a new Family Engagement coordinator in the winter helped to mitigate these challenges.

Measure: Based on baseline data collected in the 2017-18 school year, each subsequent year more SLCs will demonstrate scholars' ownership of their personal and academic growth as measured by SLC learning walks conducted by leadership team representatives. (Outcome)

Partially Met

Two SLC learning walks were conducted during the 2021-22(FY22) school year. Learning walk participants were specifically observing for the following criteria related to scholars demonstrating ownership of their personal and academic growth:

- Facilitating their own conference most or all the time
- Demonstrating authentic reflection
- Referring to specific pieces of work consistently or frequently
- Speaking about their academic progress
- Speaking about their growth in developing habits of work and learning (HOWLs)

After observing decreases in the data from our SLC learning walk in FY21, in FY22 our Academic Leadership Team – a combined team of teachers and school leaders – devoted energy to improving the lessons and supporting materials used to prepare students for SLCs. The team also refined our portfolio structures, designing a two-part portfolio designed to house both electronic and physical work, and to serve as a vehicle for reflection for student progress.

With the exception of students facilitating their own conference most or all of the time, we observed growth in each of the criteria of the learning walk. On each learning walk, we observed crew leaders jumping in to co-facilitate with a student who might have been able to lead the conference on their own, and anticipate working with faculty next year on best practices in supporting Student Led Conferences.

Observed scholars who facilitated their own conference most or all of the time:

	Winter	Spring
2017-18 (FY18)	74%	85%
2018-19 (FY19)	71%	83%
2019-20 (FY20)	78%	No learning walk conducted due to distance learning
2020-21	77%	83.4%
2021-22	77.8	56.3%

We observed a very slight increase from FY21 winter to FY22 winter, and a significant decrease from FY21 spring to FY22 spring.

Observed scholars who demonstrated authentic reflection most or all of the time:

	Winter	Spring
2017-18 (FY18)	58%	50%
2018-19 (FY19)	57%	84%
2019-20 (FY20)	46%	No learning walk conducted due to distance learning
2020-21 (FY21)	30.8%	58.3%
2021-22 (FY22)	44.4%	56.3%

We observed an increase over the course of the FY22 school year. Our Winter data represents an increase in authentic reflection as compared to FY21 and our Spring data represents a slight decrease. When averaged, we see a slight increase in this

measure.

Observed scholars who used specific pieces of work consistently or frequently in their SLC:

	Winter	Spring
2017-18 (FY18)	Not measured	Not measured
2018-19 (FY19)	50%	75%
2019-20 (FY20)	61%	No learning walk conducted due to distance learning
2020-21 (FY21)	69.3%	50%
2021-22 (FY22)	72%	75%

We observed an increase from FY21 in both the winter and the spring, and an increase over the course of the year in FY22. Our Winter data is the strongest in this measure over the past five years, and our Spring data matches our strongest data.

Observed scholars who spoke about their academic progress

	Winter	Spring
2017-18 (FY18)	53%	60%
2018-19 (FY19)	50%	67%
2019-20 (FY20)	54%	No learning walk conducted due to distance learning
2020-21 (FY21)	30.8%	50%
2021-22 (FY22)	50%	56.3%

We observed an increase from FY21 in both the winter and the spring, and an increase over the course of the year in FY22. It is relevant to note that 38.9% of students observed in fall FY21 and 37.5% of students observed in spring FY21 were rated as “spoke a little, but not fully” about their academic progress, for a total of 89% of students in the fall and 94% of students in the spring who shared reflections on their academic progress.

Observed scholars who spoke about their HOWLs (Habits of Work and Learning) growth:

	Winter	Spring
2017-18 (FY18)	74%	50%
2018-19 (FY19)	64%	58%
2019-20 (FY20)	51%	No learning walk conducted due to distance learning

		<table border="1" data-bbox="792 151 1523 268"> <tr> <td data-bbox="792 151 1036 205">2020-21 (FY21)</td> <td data-bbox="1036 151 1279 205">30.8%</td> <td data-bbox="1279 151 1523 205">41.7%</td> </tr> <tr> <td data-bbox="792 205 1036 268">2021-22 (FY22)</td> <td data-bbox="1036 205 1279 268">50%</td> <td data-bbox="1279 205 1523 268">43.8%</td> </tr> </table> <p data-bbox="792 277 1523 533">We observed an increase from FY21 in both the winter and the spring. Although there was a decline from the winter to the spring of FY22, It is relevant to note that, in addition to the students who spoke about HOWLs robustly (noted in the numbers above), 33.3 of students observed in the fall and 43.8% of students observed in the spring were rated as “spoke a little, but not fully” about their HOWLs growth; no students failed to speak about HOWLs at all at Spring SLCs.</p> <p data-bbox="792 571 1523 730">Over the past five years, we have found it challenging to observe enough Student Led Conferences to be confident of the statistical validity of our data. We anticipate adjusting this measure and / or our learning walk practices in the next charter term.</p>	2020-21 (FY21)	30.8%	41.7%	2021-22 (FY22)	50%	43.8%
2020-21 (FY21)	30.8%	41.7%						
2021-22 (FY22)	50%	43.8%						
<p data-bbox="131 760 643 1016">Measure: During the charter period, the school will integrate Passage presentations into the program as a graduation requirement. During the scholar Passage presentations, panelists will assess scholars’ commitment to their personal and academic success via a rubric that measures:</p> <ul data-bbox="196 1024 618 1218" style="list-style-type: none"> ● The strength of a portfolio of scholar work ● The quality of scholar reflections ● The scholar’s ability to respond thoughtfully to panelists’ questions <p data-bbox="131 1255 643 1285">Here is the measure for Year 5 (SY22):</p> <ul data-bbox="196 1293 610 1612" style="list-style-type: none"> - At least 95% of 8th graders’ passages will meet or exceed the criteria articulated in the passages rubric. - Every student will have at least 2 panelists assessing their passages presentation using the rubric and for an increasing number of students per year one panelist will be external. 	Partially Met	<p data-bbox="792 760 1523 789">McAuliffe met two out of three of the criteria for this measure.</p> <p data-bbox="792 827 1523 890"><u>Met</u>: 95% of 8th grade Passage presentations met or exceeded the criteria articulated in the Passages rubric.</p> <p data-bbox="792 928 1523 991"><u>Met</u>: 39% of 8th grade Passage presentations had an external panelist, an increase from 2021.</p> <p data-bbox="792 1029 1523 1121"><u>Not Met</u>: 95% rather than 100% of 8th grade Passage presentations had at least two panelists assessing their presentation using a common rubric.</p> <p data-bbox="792 1159 1523 1381">During the second to last week of school, and directly before half of the 8th grade went on a camping trip, McAuliffe experienced a power outage that necessitated the cancelation of all or part of three school days. These cancellations led to the rescheduling of nearly half of the Passages presentations, which resulted in many panelists, and some family members, being unable to attend.</p>						
<p data-bbox="131 1642 1539 1671">Objective 2: McAuliffe will engage scholars and families in the community as members of a “crew, not passengers”.</p>								
<p data-bbox="131 1726 643 1890">Measure: Each year, at least 95% of McAuliffe scholars will participate in at least two celebrations of scholar learning (culminating events). (Process)</p>	Not Met	<p data-bbox="792 1726 1523 1890"><u>Not Met</u> due to a combination of factors, including technical challenges for online events, a facilities challenge that led to a daytime event, and an evident need for increased student, and especially family, education and communication about Celebrations of Learning.</p>						

Each year, at least 95% of McAuliffe families will participate in at least two celebrations of scholar learning (culminating events). (Process)

Not Met: Student Participation in Celebrations of Learning
 86% rather than 95% of McAuliffe scholars participated in two celebrations of learning this year. The first two events of the school year – for 7th and 8th grades – were conducted via zoom due to the pandemic. Some scholars had trouble managing zoom connections at home due to local wifi issues; these technological challenges prohibited some of them from participating in the event. Additionally, due to shifting practices with regard to Celebrations of Learning due to the pandemic, McAuliffe scholars and their families are less accustomed to these events, especially in person, than in years past – 6th and 7th grade students had never experienced in-person Celebrations of Learning, and 8th graders had only experienced one, in their 6th grade year. This year’s data points to the need to increase education, for both students and families, about the centrality of Celebrations of Learning to the McAuliffe experience.

Student Participation in Two Celebrations of Learning

	6th	7th	8th	All
2017-18	88%	0% *only 1 event in 7th grade	90%	45%
2018-19	91%	89%	94%	92%
2019-20	0%	0%	0%	0%
2020-21	90%	91%	94%	92%
2021-22	84%	76%	81%	86%

Student Participation in at Least One Celebrations of Learning

	6th	7th	8th	All
2017-18	98%	98%	100%	99%
2018-19	100%	99%	100%	99.7%
2019-20	96%	98%	95%	96%
2020-21	97%	92%	98%	96%
2021-22	98%	82%	95%	92%

Not Met: Parent/Guardian Participation in Celebrations of Learning

78% of McAuliffe scholars’ families participated in at least two Celebrations of Learning. The reasons for this low number were variable, and to some degree differed by grade level.

In the 2021-22 school year, McAuliffe hosted both virtual events (for 7th and 8th grade winter / fall Celebrations of Learning) and in person events. Some families experienced barriers to participation in one of these platforms. Some families were challenged to establish a zoom connection at home, which made it difficult for some to attend, and occasionally challenging to assess whether parents/guardians were present and participating. Conversely, some families were uncomfortable participating in in-person events, inhibiting participation

The spring 7th grade Celebration of Learning was scheduled to take place in the evening of the second to last week of school. Unfortunately, a power outage near the end of the year led to the shortening and cancellation of several days of school, which in turn led to a postponement of the event. We hosted a Celebration of Learning for that Expedition during the school day, which afforded students the opportunity to showcase their work, but hampered family participation.

Finally, as noted above, both students and families are less familiar with the purpose and importance of Celebrations of Learning than in years past, pointing to the need for deeper education with families.

Perhaps most importantly, these data indicate a need to continue to improve our family communication and outreach, including a consideration of which means of communication are most effective for our current family population.

Parent/Guardian Participation in Two Celebrations of Learning

	6th	7th	8th	All
2017-18	86%	0% *only 1 event in 7th grade	84%	57%
2018-19	84%	74%	77%	78%
2019-20	0%	0%	0%	0%
2020-21	74%	80%	80%	78%
2021-22	79%	29%	65%	59%

Parent/Guardian Participation in at Least One Celebrations of Learning

	6th	7th	8th	All
2017-18	97%	96%	98%	96%
2018-19	99%	94%	98%	97%

2019-20	94%	58%*	84%	77%
2020-21	75%	87%	85%	82%
2021-22	89%	38%	91%	75%

Measure: Each year of the charter, as measured by the end of the year parent/guardian survey, an increasing percentage of families will report that McAuliffe engages scholars and families in the community as members of “crew, not passengers.”

Each year of the charter, as measured by the end of the year scholar survey, an increasing percentage of scholars will report that McAuliffe engages scholars in the community as members of “crew, not passengers.”

We collected baseline data in 2017-18. Each subsequent year an increasing percentage of families and scholars will report that McAuliffe engages them in the community as members of “crew, not passengers.”

Met

Parent/Guardian Survey Results:

The 2020-21 Family Survey reports an increasing engagement of scholars as “crew, not passengers” from our baseline year and from last year. It also reports increased engagement of parents/guardians as “crew, not passengers” from 2017-18. However, the increase has not been linear.

The rating for Q1 was the highest recorded over the past four years.

The charts below show the distribution of response for 2017-18 through 2020-21 for the two questions.

Parent/Guardian Question 1: To what extent does McAuliffe engage scholars in the community as members of “crew, not passengers”? (1-5 scale)

Rating	5 & 4 Ratings	5 high rating	4	3	2	1 low rating
FY18	76%	43%	33%	18%	6%	0%
FY19	82%	57%	25%	14%	4%	3%
FY20	76%	44%	32%	17%	5%	2%
FY21	85%	51%	34%	12%	3%	0%

Parent/Guardian Question 2: To what extent does McAuliffe engage families in the community as members of “crew, not passengers”? (1-5 scale)

Rating	5 & 4 Ratings	5 high rating	4	3	2	1 low rating
FY18	52%	23%	29%	31%	13%	4%
FY19	74%	47%	27%	18%	6%	2%
FY20	62%	34%	28%	29%	6%	2%
FY21	67%	46%	21%	24%	10%	0%

Student Survey Results:

The 2020-21 Scholar Survey reports an increasing engagement of scholars as “crew, not passengers” from our baseline year and last year. This year’s rating was the highest recorded over the past four years.

Student Survey Question: How much do you feel like you're part of McAuliffe's "crew, not passengers"? (1-5 scale)

Rating	5 & 4 Ratings	5 high rating	4	3	2	1 low rating
FY18	57%	20%	37%	25%	11%	7%
FY19	63%	27%	36%	21%	7%	9%
FY20	55%	19%	36%	24%	12%	8%
FY21	65%	27%	38%	23%	9%	3%

Objective 3: McAuliffe will employ high levels of EL Education core practices with a particular focus on engaging scholars in meaningful learning expeditions and high-quality work.

Measure: The Director of Teaching and Learning will facilitate a Quality Work Protocol with all teaching faculty at least two times per year to engage in discussion to develop a shared vision of quality work characterized by complexity, craftsmanship, and authenticity. The school will report out on the data driven goals that emerge from the Quality Work Protocol.

Using this protocol, we aim to observe scholar work increasingly characterized by complexity, craftsmanship, and authenticity over each of the next five years. Through each protocol, faculty will observe that scholar work has more of the components of high quality work, as described by EL Education's Attributes of High Quality Work as a guide, and will set data-driven goals for the next High Quality Work Protocol. This protocol requires both that scholars have tasks that demand high quality work in all subject areas, and that most or all scholars in any given class are meeting the demands of the assignment. (Process)

Partially met.

McAuliffe conducted two Quality Work Protocols in the 2021-22 school year.. These protocols are designed to assess the degree to which students produced work marked by complexity, craftsmanship, and authenticity, as articulated by EL Education. This year, faculty participated in the first protocol at the end of the second trimester (March). The spring protocol was scheduled to take place during professional development days after school ended; however, when a power outage led to the cancellation of one full and several partial days of school, the school year was extended for students and professional development days were cut short. As a result, the Instructional Leadership Team, rather than the full faculty, conducted the second Quality Work Protocol in the last week of June, after teachers had departed for the summer.

The 2020-21 High Quality Work Protocols indicated the following:

- Many examples of assignments that offered choice and the opportunity for students to bring their authentic selves to their work,
- Many strong examples of clear, concise task cards and rubrics effectively scaffolded assignments, and
- The integration of relevant, real-world issues as the basis for assignments.

Faculty identified the following next steps for the 2021-22 school year:

- Create increased scaffolds and points of entry to ensure that all students are able to produce high quality work, and
- Continue to build increased evidence of complexity in student work.

The 2021-222 High Quality Work Protocols indicated the following:

		<ul style="list-style-type: none"> - The school demonstrated some success in our 2020-21 goal of increased scaffold and points of entry for assignments; faculty observed strong examples of clear graphic organizers, tasks cards, and rubrics. They noted that these scaffolds were more present in some departments than in others. - Students continued to have opportunities to make use of their personal, authentic voice. <p>Faculty and leaders identified the following next steps for the 2022 - 23 school year:</p> <ul style="list-style-type: none"> - More consistency in the creation of high quality task cards, rubrics, and other instructional supports across disciplines. - Increased opportunities to share products with an external audience - Deepened instruction on the consideration of multiple perspectives, particularly through the use of protocols.. - This is a core component of the 2022-23 work plan. <p>We anticipate the the adoption of a new math curriculum (Illustrative Math), and adoption of the components of new science curriculum (OpenSciEd) will increase the degree to which student work demonstrates the Attributes of High Quality Work.</p> <p>In addition, the school will continue the practice, launched in 2019-20 and carried forward in 2020-21 and 2021-22, to analyze the student work of a group that represents a demographic cross-section of the school through the lens of the attributes of high quality work. This practice has served as a valuable tool for reflection and professional development for teachers; the next step for the school is to refine systems for tracking this analysis to allow for more effective data cycles.</p> <p style="text-align: center;">-</p>
<p>Measure: During the 2017-18 school year, the school will conduct the updated EL Education Implementation Review to establish a baseline score. During each subsequent year of the charter, the school will score a comparable or improved score from the 2017-18 EL Implementation Review. (Outcome)</p>	<p>Not Met</p>	<p>Not met due to the pandemic. Incomplete data due to modified Implementation Review Instrument.</p> <p>EL Education did not conduct Implementation Reviews during the spring of 2020 as a result of the pandemic. As a result, McAuliffe does not have EL Implementation review data for the 2019-20 school year. In the spring of 2021, in response to the conditions of remote and hybrid instruction due to the pandemic, EL Education guided the school to make use of a modified Implementation Review tool that was targeted to the specific goals of the FY21 school year. In the 2021-22 school year, the school completed a full Implementation Review, based on an instrument that differed from those used in the past. As a result, McAuliffe does not have data that is comparable to data from previous years.</p>

Objective 4: McAuliffe will share its EL Education program with other schools in Massachusetts over the course of the charter term.

Measure: By the end of this charter term, McAuliffe will host at least ten learning walks for district teachers and leaders to participate in (x2 per year).

Not Met

Not met this year due to the pandemic.

While we discussed a possible arrangement with Framingham Public Schools, the demands of remote and hybrid operational models combined with atypical schedules and challenges with guest access precluded any cooperative programming this year.

	2018-19	2019-20	2020-21	2021-22
Learning Walks attended by external guests	0	1	0	0

Measure: McAuliffe will take steps to establish a relationship and common goals with the Framingham school district over the next five years.

Met

McAuliffe and Framingham Public Schools (FPS) continued to build a collaborative relationship during the 2020-21 school year.

In 2017-18, McAuliffe will get input from constituents in the community, including leaders and teachers in Framingham, to build a five-year strategic dissemination goal and plan related to relationship building/collaboration/partnering with Framingham middle schools. This will be one element of McAuliffe's 2018-2023 Strategic Plan. The plan will include shorter term targets and actions to support progress toward the long-term goal.

Specific activities included the following:

- McAuliffe and FPS worked collaboratively toward an operational MOU of mutual benefit to all parties.
- McAuliffe, FPS, and Keefe Tech leaders met routinely via Zoom to discuss a range of issues pertaining to the pandemic, including transportation, coordination of health and safety policies and practices, and joint collaborative communication with the Framingham Department of Public Health.
- McAuliffe and FPS leadership developed joint goals and programming on DEI and anti-racist city-wide initiatives for the coming year.
- FPS disseminated videos and printed materials about McAuliffe to its 5th grade students and families.

We will report on targets in the 2017-18 annual report and update the accountability plan to clarify subsequent annual measures for relationship-building with Framingham. In 2018-19 and in subsequent years, the school will meet dissemination targets as articulated in the dissemination plan.

Additionally, the McAuliffe executive director met with the superintendent of Natick Public Schools to lay the groundwork for a collaborative relationship akin to what the school enjoys with FPS.

APPENDIX B: RECRUITMENT AND RETENTION PLAN

School Name: Christa McAuliffe Charter School

Recruitment Plan - 2021-22

2021-22 Implementation Summary

Due to the lingering effects of the pandemic and shifts in our administrative staff, our 2021-22 recruitment looked very different than in years past. We held one in-person admission session in November before opening registration forms. The school publicized the admission events by announcing the events through both paid and organic social media posts. The information sessions were hosted on a Saturday to accommodate family schedules.

The first lottery was held on March 2nd. Having switched to monthly lotteries on the first Wednesday of the month in the 2019-2020 school year, we continued to accept applications on a rolling basis with a deadline of the Friday before the first Wednesday of the next month. We are still running monthly supplemental lotteries for the 6th grade.

In support of Pillar 1 of McAuliffe's five year strategic plan, to cultivate a community that welcomes all, our Family Engagement Coordinator worked for her first year (3rd year of the continuation of this position) to recruit, support, and retain students and families who do not speak English as a first language. She introduced herself and established relationships with both Portuguese and Spanish families (incoming and current) and supported them throughout the application and registration process, as well as reaching out to the community visiting local businesses with half-sheet flyers in English, Portuguese and Spanish.

General Recruitment Activities for 2022-23

Now that this challenging time of COVID-19 seems to be drawing to a close. We look forward to in-person activities with current and potential families. We have reached out to the PTG and plan on working with them closely, focusing on doing one school-wide activity per term and doing it well. These activities will be wonderful opportunities for current families to invite friends and neighbors and introduce them to McAuliffe. While we still look forward to other forms of community outreach (listed below) we will work to empower current families to share their McAuliffe experience with others and invite them to join our community.

We updated the website last year and it now has a much clearer interface and now contains several video clips from the perspective of different school leaders so that prospective families can get a taste of the school via the site. We are looking into continuing these videos with new administrative staff.

As schools return to normal, we will continue to lean on many of the practices we used this school year and we will also plan scheduled visits to each elementary school to speak directly about McAuliffe. We plan to host a hybrid of events of both on-line, recorded, and in person events.

As possible, our trilingual Family Engagement Coordinator will continue to coordinate opportunities to introduce McAuliffe to elementary school-age students whether in person at elementary schools or in a remote manner. We continue to be grateful that Framingham is collaboratively supporting McAuliffe recruitment efforts.

The school will continue to advertise with Framingham Source during the year and with a targeted banner ad prior to the lottery.

Additionally, we will continue to connect with elementary school principals, counselors, and fifth grade teachers to educate them about McAuliffe so that they, in turn, can better educate their scholars and families about the local charter school option.

Recruitment Plan – Goals and Strategies

Special Education Students / Students with Disabilities

(b) Continued 2021-22 Strategies

(a) CHART data
School percentage:
18.0% (2021-22)
CI percentage:
13.8%
The school is above
CI percentages.

- Met GNT/CI: no enhanced/additional strategies needed
- McAuliffe’s continued strategies are as follows:
1. Make accessible the “right to access” document provided by the DESE Charter School Office: Post on the school’s website and include the document in the folder of admissions materials.
 2. Include on the school’s admissions webpage a link to the student services webpage.
 3. The Director of Student Services and Special Education Coordinator will again host an information session for families with scholars with disabilities within one week of the admissions lottery. For 2020-21, this will include expanded participation from related providers.

English Language Learners

(b) New and Continued 2021-2022 Strategies

(a) CHART data
School percentage:
5.4% (2021-22)
GNT percentage:
5.4%
CI percentage: 5.6%
The school is below
GNT and CI
percentages.
**New strategies are
needed.**

- Did not Meet GNT/CI: enhanced/additional strategies needed
- Have our students who attend Brazilian churches ask their pastors to present their experiences attending McAuliffe to the families who attend the church.
- Construct and administer a survey with current students and parents to see what they would like - but not just a form. A personal interview with the family liaison or El coordinator for the parents and students.
- Seek to create partnership with the Brazilian cultural center. We hold activities there and they can hold events at McAuliffe.
- Provide our school's information to social workers - so that when they help families, they know to recommend our school.
- McAuliffe could engage with the community in a service capacity. McAuliffe staff could organize as a team twice a year as Corporate Volunteers for various agencies (food pantries, habitat for humanity, etc.). The organization McAuliffe chooses to serve can be intentional in order to provide opportunities for touch points with potential families as well as to make visible the giving spirit of the school.
- Find more ways to engage families in decision making within the school and more ways for families to directly assist within the school (field trips, daily duties, facility management)
- Continuation of strategies that contributed to the growth in the population of English Language Learners will be important and are as follows:
1. Include multiple languages on the all mailings and flyers sent to families via the district mailing list; prioritize English, Portuguese, and Spanish which are the prevalent languages in the Framingham district (where 10% of the scholars in the district are limited English proficient).

	<ol style="list-style-type: none"> 2. Continue efforts to formalize an ELPAC, per DESE requirements, using McAuliffe’s PTG as a mechanism for bringing parents of ELLs together (e.g. ELPAC to meet following/before PTG meetings) 3. Post flyers in local shops and community centers, printed in Spanish and Portuguese. 4. Host information sessions for Portuguese and Spanish-speaking families. 5. Engage current Portuguese and Spanish-speaking parents/guardians and scholars in the recruitment process. 6. Provide the Framingham Parent Information Center (PIC) with information about McAuliffe to share with families that are transferring into the district, including newcomers. 7. Attend local Brazilian festivals including Junina Festival at St. Tarcisius in Framingham and other community events based on recommendations from local Brazilian leaders at the Brazilian American Center (BRACE). 8. Attend PTO meetings at the elementary schools with the highest population of Portuguese speaking families. 9. Advertise multilingual admissions events on Brazilian radio and in Brazilian community Facebook groups.
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Economically Disadvantaged

<p>(a) CHART data School percentage: 78.6% GNT percentage: 21.3% CI percentage: 26.3% The school is <u>above</u> GNT and CI percentages. No new strategies are required.</p>	<p>(b) Continued 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>McAuliffe’s continued strategies are as follows: Post flyers at the Boys and Girls Club, the MetroWest YMCA, and Suburban Athletics, food pantries, and SMOG community programs that tend to service lower income families and their children. Prioritize visiting elementary schools and PTO meetings where a higher percentage of students are economically disadvantaged.</p>
<p>Students who are sub-proficient</p>	<p>Continued 2020-21 Strategies</p> <p>McAuliffe’s continued strategies are as follows: Post flyers at local tutoring businesses which may provide services for scholars performing sub-proficient on the MCAS. Prioritize visiting elementary schools and PTO meetings where a higher percentage of students are sub-proficient on MCAS.</p>
<p>Students at risk of dropping out of school</p>	<p>Continued 2020-21 Strategies</p> <p>McAuliffe’s continued strategies are as follows: Implement the strategies named to maintain the % of scholars with disabilities, LEP scholars, and economically disadvantaged scholars.</p>

Retention Plan - 2020-21

2020-21 Implementation Summary:
McAuliffe successfully implemented many strategies articulated in the 2019-20 Retention Plan. For 2021, McAuliffe exceeded its goal to increase retention from 91.4% to 93.2%, the third quartile measure. We had an overall retention rate of 94.5%.

The highest impact strategies include:

- Crew: In a year when students were learning remotely much of the time, McAuliffe made extensive use of crew

structures to ensure that all students felt connected to at least one faculty member and group of peers. The school created a schedule in which students met with their crew for at least 30 minutes every day, with one 45 minute and one 60 minute crew per week. Crew time was spent building and maintaining interpersonal connections, creating and checking in on academic goals, and engaging in structured social-emotional learning. Crew leaders also worked to intentionally build strong relationships with the families of the students in their crews. Some students shared that the primary reason they logged on to school on time was to participate in their crew.

- Structured Relationship Building in Academic Classes: As noted above, a major challenge of the 2020-21 school year was building the relationships that are foundational to students' sense of belonging in -- and interest in participating with -- a school community. School leaders, including teacher leaders, built and disseminated a bank of relationship-building strategies appropriate to academic classes in a remote format.
- Access to School Counselors: One of the primary reasons that scholars have historically expressed a desire to leave the school is for social reasons - missing friends who go to the district middle school or expressing challenges with making friends in the new environment. Each counselor works primarily with one grade level of scholars and will travel with that cohort from sixth to eighth grade. The school counselors work closely with the admissions coordinator and Crew leader when the school learns that a scholar/family may be considering leaving the school. The counselor and Crew leader for the scholar attempt to problem-solve with the family to improve the scholar's experience at the school. Though we are not always successful, efforts are employed to help the scholar and family find success and satisfaction with McAuliffe's program.
- Translation/Interpretation/Relationship-Building: McAuliffe's trilingual family engagement coordinator provided outreach, interpretation, and translation to LEP families, including families of scholars receiving EL services. The school also continued to prioritize recruiting and retaining faculty who speak Portuguese and/or Spanish. These bilingual faculty/staff are helping non-English speaking families be better connected to the school community and aware of events, programs, and school operations. Brazilian and Hispanic/Latino scholars and families - including those who speak English - have shown appreciation for the addition of these faculty/staff to McAuliffe's team. A top priority continues to be hiring employees who represent McAuliffe's scholars and families.
- Enhanced Family Communication: Within the context of this unique and challenging year, McAuliffe sought to prioritize home-school communication to ensure the ability to provide seamless support for students across the models of remote, hybrid and in-person instruction. To support families, crew leaders and case managers were held accountable for increased frequency of communication with families. Additionally, this communication resulted in an increased ability to quickly troubleshoot issues with progress or access. In doing so, families felt regularly engaged in the process of learning and any needed adjustments in support for students.
- Mission:McAuliffe: Within the 2020-21 school year, McAuliffe was one of the first districts in the area to welcome students into the building for an in-person, supported learning experience. Students were selected based on a range of reasons including, but not limited to, the need for specialized instruction, difficulties with access, social and emotional challenges, homelessness, and limited english proficiency. Approximately 20% of the student body was extended an option of in-person attendance between 9/15 and 11/1/20. While attendance fluctuated with local trends in infection rates, approximately 10% of the student population attended with regularity until a transition to hybrid learning in March.
- Exploration of Why Families are Moving: A number of families have left the school because they have moved to a different town or even out of state or out of the country. This has been a pattern for a few years. When we learn of families planning to move and withdraw their child from McAuliffe, the school's culture and character coach, family engagement coordinator, or a school counselor will follow up with the family to further understand the need for the move to learn if there are other underlying causes for the family to move and thus withdraw their child from the school and, as relevant, to assist with connection to local programs supporting housing stability.

Overall Student Retention Goal

Annual goal for scholar retention	For 2021-22, McAuliffe aims to increase retention from 94.5% to 95.0%, the third quartile measure.
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(percentage):	
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Retention Plan – Goals and Strategies

Special Education Students

<p>(a) CHART data</p> <p>School percentage: 6.3% (2021) Third Quartile: 7.9%</p> <p>No new strategies required</p>	<p>(b) Continued 2020-2021 Strategies</p>
	<p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>This year indicated a continued recovery following an anomaly in 2019-20’s attrition numbers for students receiving special education(14.8%). In part, a cohort of students participating in a piloted therapeutic crew represented a large percentage of student attrition within this subgroup of the population in the 19-20 school year. In response, we suspended implementation of a therapeutic crew during 2020-21 and, instead, focused on the school-wide goal of implementing SEL instruction within crews. This continued school-wide focus on SEL instruction within Crew will continue into the 22-23 school year with the adoption of a pilot EL Education Crew curriculum. Additionally, our improved alignment of crew leader/case manager assignments within the 20-21 school year to streamline family communication and assure regular communication between the crew leader/case manager and student was highly effective and parent feedback indicated that it resulted in improvement in family communication and families’ sense of communication about their child’s progress. McAuliffe will continue to implement the following strategies in 2022-23:</p> <p>Teachers will implement IEP service delivery and ensure scholars make progress toward goals and benchmarks.</p> <ul style="list-style-type: none"> - provide spectrum of services - track and report on progress toward benchmarks and goals <p>Faculty will involve families as active participants in their scholar’s education.</p> <ul style="list-style-type: none"> - participate in Team meetings and student led conferences - ensure each case manager has fewer than 12-15 scholars on a caseload - Regular (weekly) family communication with the special education case manager <p>Faculty and specialists will address the needs of scholars struggling to succeed in the classroom.</p> <ul style="list-style-type: none"> - Transition of assessment and student-focused consultation from a contracted provider (Wediko) to an FTE Psychologist, supervised by the Director of Student Services and available for broader consultation, assessment and professional development including: <ul style="list-style-type: none"> - observation/follow-up consult with teaching teams on how to implement accommodations and modifications for the specific scholar; adjust IEPs as needed through a team meeting; - completion of functional behavioral assessments for scholars who have IEPs and who exhibit patterns of challenging behavior. - use the results of the FBA to build positive behavioral intervention plans that identify both the proactive strategies for educators to employ and specific responses when behaviors arise.

Limited English-Proficient Students / English Learners

<p>(a) CHART data</p>	<p>(b) Continued 2020-2021 Strategies</p>
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<p>School percentage: 18.8 (2022)</p> <p>Third Quartile: 8% (2021)</p> <p>The school is <u>above</u> the third quartile percentage and needs new strategies.</p>	<p><input checked="" type="checkbox"/> The School is above the third quartile: needs enhanced/additional strategies</p> <p>Have our EL teacher coordinator attend and facilitate at MTSS meetings. We will target school wide PDs to assist all staff in bolster their ability to help ELL students.</p> <p>Utilize google translate during classwork more often.</p> <p>Provide equity training for all stakeholders (administrators, teachers, staff, students,); ensure it is offered consistently and with follow up. (not a one-time thing so we can Begin more focused equity work.</p> <p>Develop an equity compliance system including equity teams and equity audits</p> <p>Research how to create a vertical expedition that starts with cultural identity, cultural heritage, and then ends with some sort of project presented at Passages.</p> <p>Have visiting artists (like in design) or a local soccer instructor that the scholars know to "guest teach" in Wellness or at recess.</p> <p>Improve recess options. Regular middle schools don't have recess options. Make some clubs that happen during lunch for those who can't stay after school.</p> <p>Have small intramural soccer teams that play each other - maybe one for fire, wind, water, and earth?</p> <p>Create and hold a cultural community meeting. They pick a project and do it. And they speak lots of their native language!</p> <p>McAuliffe's continued 2020-21 strategies are as follows:</p> <ul style="list-style-type: none"> - Provide sheltered English immersion instruction to scholars by a professional ESL educator. - Use the W-APT and ACCESS assessments to determine the level of support required for ELLs. The school will also use ACCESS assessment results to inform targeted assessments of reading (decoding, fluency, and comprehension). - Continue to provide translation and interpretation for parents/guardians with limited English proficiency, including interpretation during student led conferences, parent-teacher conferences, and IEP/504 meetings. Bilingual faculty/staff will continue to communicate with parents/guardians to ensure they understand the support in place for their scholars and the ways they can help at home. - In January 2020, the school hired a trilingual family engagement coordinator to improve continuous communication with our limited English speaking families, to support the admissions process, and to support families through school activities (e.g., student led conferences, whole school events, navigation of school platforms) - The school's EL teacher/coordinator will continue to attend Response to Intervention (RTI) meetings to work with teachers, counselors, leaders, and parents/guardians to develop intervention plans for EL scholars struggling to make progress. - As needed, the school will continue to initiate psychoeducational evaluations to determine whether an EL scholar not making effective progress qualifies for special education services. - Develop an English Learner Parent Advisory Council (ELPAC) to support our LEP families and families of ELLs. We intend for this strategy to impact data within 2-3 years.* - Host community-wide events that highlight diversity (e.g., Multicultural Potluck Dinners). We intend for this strategy to impact data within 2-3 years.* <p><i>*proposed for the 2020-21 school year, but not implemented due to challenges related to remote instruction, and meeting protocols as a result of COVID-related mandates.</i></p>
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Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 11.8%</p> <p>Third Quartile: 8.8%</p> <p>School is above 3rd Quartile and needs new strategies</p>	<p>School is above third quartile: needs enhanced/additional strategies</p> <p>Research ways to pay for after school transportation to ensure that low economic students can choose to attend after school help or enrichment if they want or need to do so.</p> <p>Have more snack drives so we can provide snacks to students at school who are lacking food at home</p> <p>Research the creation of our own "pantry" perhaps housed in a space at the 135 building that contains food, clothing (socks, jackets, etc), school supplies that students become aware of and can comfortably access. Staff and corporate donations can supply the pantry.</p> <p>Seek to expand our use of McAuliffe alumni and provide them with opportunities to interact with and support, low income/economically disadvantaged families and students.</p> <p>The school will provide additional academic support for scholars most at risk of failing to meet state standards.</p> <ul style="list-style-type: none"> - offer after school Homework Club to Title I scholars four days per week; Homework Club staff will offer academic support remotely when school does not occur in person - offer Title I summer instruction in literacy and mathematics <p>The school will involve scholars' families through regular communication home as well as student led conferences and the school's online gradebook.</p> <ul style="list-style-type: none"> - Collect RSVPs from students' families for school events, especially culminating events, and personally reach out to those who do not indicate that they will attend - Designate a counselor to be an additional point of contact for low income/economically disadvantaged families. <p>The school will continue to provide one school counselor for each grade level.</p> <ul style="list-style-type: none"> - school counselors will loop with scholars and families to maintain school counselor consistency during their three years at the school
<p>Students who are sub- proficient</p>	<p align="center">Continued 2020-21 Strategies</p> <p>Crew leaders will serve as in-school advocates and primary communicators with families.</p> <ul style="list-style-type: none"> - Scholars participate in Crew, beginning each day in the advisory-like system - Crew leaders coach scholars to prepare for and facilitate student led conferences - Crew leaders support scholars in the maintenance of their portfolios <p>The school will implement Lab intervention/enrichment block three days a week. Each lab meets for 40 minutes. Purpose: provide additional instructional time for scholars struggling most with literacy, mathematics, executive functioning, and social pragmatics</p> <p>The school will implement common, curriculum embedded assessments to check for scholar learning.</p> <ul style="list-style-type: none"> - target whole group instruction during regular class time, Do Nows, and via homework - develop action plans in response to struggling scholars
<p>Students at risk of dropping out of school</p>	<p align="center">Continued 2020-21 Strategies</p> <p>McAuliffe's continued 2019-20 strategies are as follows:</p> <ul style="list-style-type: none"> - The school will implement an attendance policy that involves communication with families, responses to beginning patterns of absence, support from school counselors, Crew leader, and attendance officer, as needed. - The school will start each day with Crew advisory groups; scholars engage in team-building,

	<p>check-ins, goal-setting, and conflict resolution exercises.</p> <ul style="list-style-type: none"> - The dean of students will develop fix-it plans for scholars who engage in negative/rule-breaking behaviors to participate in repairing relationships and giving back to the community. - Teachers, counselors, and leaders will involve parents/guardians actively and communicate regularly. - The school will provide all students with access to school counselors.
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APPENDIX C: SCHOOL AND STUDENT DATA

McAuliffe’s Student Data can be found via the following link to McAuliffe’s profile on the DESE website: <http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04180305&orgtypecode=6&>.

2021-22 STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	7.5%
Asian	8.5%
Hispanic	25%
Native American	2.3%
White	51.3%
Native Hawaiian, Pacific Islander	0%
Multi-race, non-Hispanic	5.4%
Selected Populations	% of School
First Language not English	29.6%
English Language Learner	5.4%
Students with Disabilities	18.0%
High Needs	84.5%
Economically Disadvantaged	78.6%

ADMINISTRATIVE ROSTER FOR THE 2021-22 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date

Frank Tipton, Executive Director	Oversees all aspects of charter school accountability, works closely with the Board and all committees, and supervises the director of teaching & learning, director of student services, director of business & operations, culture and character coach, and director of community development. Responsible for overseeing implementation of the strategic plan and systems for monitoring progress toward strategic goals.	07/01/20	7/1/22
Dayshel Reid Director of Business and Operations	Directs and oversees the school's business and financial functions, food service, transportation, purchasing programs, and procurement programs; directs the fiscal policies and procedures defined and overseen by the school's Board of Trustees; serves as the school's human resource officer and both oversees and supports the school's hiring practices.	8/28/18	2/18/22
Cori Jacomme, Director of Student Services	Oversees compliance with all state and federal laws and regulations pertaining to special education and English language education; leads the special education department, supervises special education instructional coach, special education coordinator, ELL teacher/coordinator, nurse, service providers (reading specialist, school adjustment counselor, speech-language pathologist) and inclusion assistants.	7/1/17	7/29/22
Nellie Zupancic, Director of Teaching & Learning	Oversees the school's academic programming and teacher development; facilitates the school's RTI processes; supervises instructional coaches and caseload of teachers; coordinates the school's work with EL Education and leads progress toward annual goals.	7/01/14	NA
Mara Gorden, Director of Community Development	Leads the school's admissions, fundraising, and community partnerships; oversees the school's communications, marketing, and translation/interpretation; coordinates and supports event-planning for fundraising and expedition culminating events; oversees the work of the contracted data and technology team.	4/15/15	2/28/22
Christina Morello Instructional Coach - Math/Science	Coaches and supervises math/science teachers; oversees math and science curriculum and programming; leads professional development.	7/01/13	NA
Brian Callahan Instructional Coach - Humanities	Coaches and supervises humanities teachers; oversees humanities curriculum and programming; leads professional development.	9/02/09	NA
Barbara Bitgood Instructional Coach - World Language	Coaches and supervises world language teachers; oversees world language curriculum and programming; leads professional development.	8/15/17	1/14/22
Tony Fratantonio, Culture & Character Coach	Sets vision for implementation of restorative practices, PBIS, and collaborative problem-solving; engages faculty in professional development pertaining to classroom culture and management and responding to challenging behaviors; supervises school counselors and dean; facilitates Student Culture Team and Culture Leadership Team..	10/01/15	NA
Drew Rosenshine, Dean of Students	Oversees the implementation of the school's code of character and discipline policy including the management of discipline issues; serves as point person regarding reports of bullying and bullying investigations; oversees school-wide routines and procedures; engages faculty in professional development	12/10/18	NA

TEACHERS AND STAFF ATTRITION FOR THE 2021-22 SCHOOL YEAR

	Number as of the last day	Departures during the	Departures at the end of the	Reason(s) for Departure
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	2021-2022 school year	2021-2022 school year	school year			
Teachers	44	5	12	Termination or non-renewal of employment		
				Employee chose to end employment		
				Mid Year Departure	0	5
				End of Year Departure	2	10
Other Staff	24	4	2	Termination or non-renewal of employment		
				Employee chose to end employment		
				Mid Year Departure	0	4
				End of Year Departure	0	2

BOARD MEMBER INFORMATION

Number of commissioner-approved Board members as of August 1, 2020	8
Minimum number of Board members in approved by-laws	5
Maximum number of Board members in approved by-laws	20

MCAULIFFE BOARD OF TRUSTEES ROSTER 2022-23

Name	Board Role	Committee(s)	Number of Terms Served	Length of each term (including date of election and expiration)
Bob Berman	Chair	Governance (Chair) / Executive (Chair)	2	3 years: June 30, 2020 - June 30, 2023
John Buckley	Treasurer	Audit (Chair) / Finance	2	3 years: June 30, 2020 - June 30, 2023
Chris Petrini	Vice Chair	Governance	1	3 years: September 2019 - June 30, 2023
Jeff Gonneville	Member	Finance	1	3 years: May 26, 2020 - June 30, 2023
Amy Ludlam	Vice Chair	Education (Chair) / Executive	2	3 years: June 30, 2020 - June 30, 2023

Tarek Tabbara	Member	Finance	2	3 years: July 1, 2021 - June 30, 2024
Rick Felty	Member	TBD	1	3 years: July 1, 2022 - June 30, 2025
Kim Comatas	Member	TBD	1	3 years: July 1, 2022 - June 30, 2025
Danielle Barney	Member	TBD	1	3 years: July 1, 2022 - June 30, 2025

ANTICIPATED BOARD MEETING SCHEDULE FOR 2022-2023

The Board of Trustees of the Christa McAuliffe Charter School anticipates meeting on the dates listed below. Each meeting will take place from 6:30pm - 8:30pm at the Christa McAuliffe Charter School, located at 139 Newbury Street, Framingham, Massachusetts. These meetings are open to the public. Agendas are posted ahead of time on the school's website: <https://mcauliffecharter.org/public-meeting-announcements/>.

Tentative BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2022-2023 SCHOOL YEAR	
Date/Time	Location
Thursday, July 26, 2022, 6:30pm	Christa McAuliffe Charter School 139 Newbury Street Framingham, Massachusetts or ZOOM
Thursday, August 26, 2022, 6:30pm	
Tuesday, September 27, 2022, 6:30pm	
Tuesday, October 25, 2022, 6:30pm	
Tuesday, November 29, 2022, 6:30pm	
Tuesday, January 31, 2023, 6:30pm	
Tuesday, February 28, 2023, 6:30pm	
Tuesday, March 28, 2023, 6:30pm	
Tuesday, April 25, 2023, 6:30pm	

Tuesday, May 30, 2023, 6:30pm	
Tuesday, June 27, 2023, 6:30pm	

COMMITTEE MEETING SCHEDULE FOR THE 2022-2023 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Audit Committee	Monday, August 22, 2022, tbd	Christa McAuliffe Charter School 139 Newbury Street Framingham, Massachusetts or ZOOM
Development Committee	TBD	
Education Committee	September 20, 2022, 4pm October 18, 2022, 4pm November 22, 2022, 4pm January 24, 2023, 4pm February 14, 2023, 4pm March 21, 2023, 4pm April 12, 2023, 4pm May 23, 2023, 4pm June 20, 2023, 4pm	
Executive Committee	TBD	
Finance Committee	Friday, July 22, 2022, 9am Friday, August 23, 2022, 9am Friday, September 23, 2022, 9am Friday, October 18, 2022, 9am Friday, November 18, 2022, 9am Friday, January 27, 2023, 9am Friday, February 17, 2023, 9am Friday, March 24, 2023, 9am Thursday, April 14, 2023, 9am Friday, May 26, 2023, 9am Friday, June 23, 2023, 9am	
Governance Committee	Tuesday, August 26, 2022, 6:30pm Tuesday, September 27, 2022, 6:30pm Tuesday, October 25, 2022, 6:30pm Tuesday, November 29, 2022, 6:30pm Tuesday, January 31, 2023, 6:30pm Tuesday, February 28, 2023, 6:30pm Tuesday, March 28, 2023, 6:30pm Tuesday, April 25, 2023, 6:30pm Tuesday, May 30, 2023, 6:30pm	

	Tuesday, June 27, 2023, 6:30pm	
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APPENDIX D: ADDITIONAL REQUIRED INFORMATION

Key Leadership Changes

Position	Name	Email Address	No Change / New / Open Position
Board of Trustees Chairperson	Bob Berman	boardchair@mcauliffecharter.org	No Change
Charter School Leader	Frederick Randall	frandall@mcauliffecharter.org	New
Assistant Charter School Leader	Dayshel Reid	dreid@mcauliffecharter.org	Open
Special Education Director	Michelle Arons	marons@mcauliffecharter.org	New
MCAS Test Coordinator	Nellie Zupancic Michelle Arons	nzupancic@mcauliffecharter.org marons@mcauliffecharter.org	No Change New
SIMS Coordinator	Dan Saltzman	dsaltzman@mcauliffecharter.org	No Change
English Language Learner Director	Christina Rish	crish@mcauliffecharter.org	No Change
School Business Official	Dayshel Reid	dreid@mcauliffecharter.org	Open
Admissions and Enrollment Coordinator	Gary Alpert	galpert@mcauliffecharter.org	New

Enrollment

Action	2022-23 School Year Date(s)
Student Application Deadline	January 27, 2023
Lottery	February 1, 2023

APPENDIX E: CONDITIONS, COMPLAINTS, AND ATTACHMENTS

A. Conditions (if applicable)
N/A

B. Complaints (if applicable)

A PRS complaint was filed in regards to a bullying investigation. School personnel worked with the family and DESE Problem Resolution System staff on a successful resolution.

C. Attachments (optional)

STRATEGIC PLAN 2018 - 2023

Vision: The Christa McAuliffe Charter School community will create classroom learning environments where students achieve more than they think possible, become allies and "upstanders" in a kind and welcoming school community, and actively contribute to building a better world. No matter our scholars' race, ethnicity, primary language, class, gender, or learning profile, they will make strong academic gains, build character, and produce high quality, meaningful work that they are proud to share with others.

<p>Pillar 1: Cultivating a Community Welcoming to ALL</p>	<p>Pillar 2: Becoming Effective Learners in Preparation for High School</p>	<p>Pillar 3: Engaging in Meaningful Learning and Creating High Quality Work</p>	<p>Pillar 4: Becoming Ethical People and Contributing to a Better World</p>	<p>Pillar 5: Professional Collaboration and Dissemination</p>
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The McAuliffe community will build understanding and appreciation for the diverse cultures that families within our community represent. We will recruit faculty and Board members who reflect the racial, ethnic, and linguistic diversity of our scholars and families. To ensure a climate welcoming to every person in our community, we will promote diversity and individuality through multicultural, multilingual, and other inclusive activities. Additionally, faculty and staff will engage in professional development pertaining to anti-bias, anti-racism, gender inclusivity, and disability awareness. We will also expand our family engagement activities to better orient all families to unique parts of our program.

All McAuliffe scholars will exhibit excellence and growth in their mastery of skills, knowledge, and critical thinking in all content areas. Scholars will make strong gains in all content areas regardless of race, learning background, English language proficiency, and economic status. All McAuliffe scholars will develop and internalize habits of work and learning to succeed in any high school environment.

McAuliffe scholars and their teachers will engage in learning experiences and projects/products that are personally meaningful and which explore issues pertaining to justice, perspective-taking, ethical decision-making, and/or issues relevant to the local community. All McAuliffe scholars will produce high quality work in each content area, demonstrating original thinking and authentic personal voice and ideas.

McAuliffe scholars will develop agency and self-efficacy by becoming allies and "upstanders" who reject and confront behavior that disrupts a respectful culture. Scholars will contribute to a better world by engaging in service activities including those that work toward greater equity, inclusion, and social justice. McAuliffe will continue to provide a safe and supportive school environment where scholars have access to relevant and meaningful health and wellness programming, school counselors, and supportive groups such as gender sexuality alliance (GSA) and the grief group.

McAuliffe professionals will engage in cross-pollination with other educators and leaders in the MetroWest and charter school communities. We will visit other schools to observe classes, learn about their practices, build collaborative relationships, and strengthen our work at McAuliffe. We will also invite local educators to learn about McAuliffe's program through learning walks and site visits. By 2023 we aim to host an EL Education site seminar that tells the story of how we have created classroom learning environments where students achieve more than they think possible, are allies and "upstanders" in a kind and welcoming school community, and actively contribute to building a better world.